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ABSTRACT

Designed to assist home economics teachers in providing a training program to prepare high school students for jobs in foods occupations, this curriculum guide contains a two-year course of study in occupational foods. The first-year program consists of nineteen units, as follow: (1) introduction to food service occupations; (2) sanitation; (3) safety; (4) small equipment for food preparation and service; (5) large equipment for food preparation and service; (6) organizing and planning, covering work schedules, menu planning, and ordering and storing supplies; (7) food preparation techniques; (8) meal and table service; (9) appetizer preparation; (10) salad and salad dressing preparation; (11) cheese and egg cookery; (12) vegetable preparation; (13) sandwich preparation; (14) sauces and gravies; (15) meat preparation; (16) breads; (17) desserts; (18) garnishes; and (19) beverages. The second-year curriculum includes further development of skills in these areas as well as introducing the topics of career options (the various food service occupations environments) and management/supervision. For each topic the concept, performance objectives, generalizations, competencies, suggested learning activities, criterion-referenced tests, and suggested references are listed. Included at the end are three appendixes containing information on Home Economics Related Occupations (EERO), a vocational youth organization; community advisory committees; and cooperative occupational home economics. (EIG)

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ED159373

Home Economics Education
Guide
For Occupational Foods

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In cooperation with
VIRGINIA DEPARTMENT OF EDUCATION
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CE 017 265

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE CONTENTS

		Page
	CONCEPT OUTLINE	iii
	FOREWORD	viii
	ACKNOWLEDGMENTS	ix
	INTRODUCTION	xi
	FIRST YEAR PROGRAM	14
I.	INTRODUCTION OF FOOD SERVICES	15
II.	SANITATION	19
III.	SAFETY	39
IV.	SMALL EQUIPMENT	43
V.	LARGE EQUIPMENT	47
VI.	ORGANIZING AND PLANNING	51
VII.	TECHNIQUES OF FOOD PREPARATION	62
VIII.	MEAL AND TABLE SERVICE	72
IX.	APPETIZER PREPARATION	82
X.	SALAD AND SALAD DRESSING PREPARATION	92
XI.	CHEESE AND EGG COOKERY	106
XII.	VEGETABLE PREPARATION	114
XIII.	SANDWICH PREPARATION	118
XIV.	SAUCES AND GRAVIES	124
XV.	MEAT PREPARATION	127
XVI.	BREADS	138
XVII.	DESSERTS	144
XVIII.	GARNISHES	156
XIX.	BEVERAGES	159

		Page
SELECTED ADDRESSES		163
SECOND YEAR PROGRAM		168
Appendix A.	Cooperative Education	170
	a) individualized training plan	171
	b) graduate follow-up questionnaire	178
Appendix B.	Advisory Committees	180
Appendix C.	The Occupational Youth Organization	183

CONCEPT OUTLINE

Food Occupations I

Unit I Introduction of Food Services

A. Overview of food service occupations

Unit II Sanitation

A. Food Contamination and Food-Borne Illnesses
B. Sanitation Cost
C. Procedures for Dishwashing and Storage
D. Cleaning vs. Sanitizing
E. Pest Prevention
F. Care of Furniture, Floors, and Surface Areas

Unit III Safety

Unit IV Small Equipment for Food Preparation and Service

A. Care and use of small equipment

1. Hand Utensils
2. Knives
3. Can Opener
4. Dippers
5. Weighing and Measuring Equipment

Unit V Large Equipment for Food Preparation and Service

A. Care and use of large equipment

1. Cleaning and Disposal Equipment
2. Cold Storage Equipment
3. Beverage Equipment
4. Food Cutting Equipment
5. Mixing Equipment
6. Holding and Service Equipment
7. Toasters
8. Surface Cooking Equipment
9. Ovens
10. Steaming Equipment

Unit VI Organizing and Planning

A. Work Simplification and Work Schedules
B. Menu Planning Basics
C. Ordering and Receiving
D. Storage of Food Supplies

Unit VII Techniques of Food Preparation

A. Terminology Used in Food Preparation
B. Techniques of Portioning Food
C. Convenience Foods

Unit VIII Meal and Table Service

A. Table Preparation
B. Greeting Guests
C. Serving Guests

Unit IX Appetizer Preparation

A. Cocktails
B. Hors d'oeuvres, canapes
C. Dips and Relishes
D. Soups and consommes

Unit X Salad and Salad Dressing Preparation

A. Meat, Fish, Poultry, Salads
B. Fruit and Vegetable Salads
C. Salad Greens
D. Gelatin Salads
E. Salad Dressings

Unit XI Cheese and Egg Cookery

A. Kinds of Cheese and Their Classification
B. Uses of Cheese
C. Uses of Eggs

Unit XII Vegetable Preparation

A. Vegetable Types and Cookery

Unit XIII Sandwich Preparation

A. Sandwiches

1. Types or Kinds
   a) Hot
   b) Cold

2. Fillings

3. Breads suitable

Unit XIV — Sauces and Gravies

A. Types and Preparation

1. Preparation of Warm Sauces
   a) Brown sauces
   b) Cream sauces
   c) Veloute sauces
   d) Hollandaise sauces
   e) Tomato sauces

2. Preparation of Cold Sauces

3. Preparation of Butter Sauces

4. Preparation of Dessert Sauces

5. Preparation of Gravies

Unit XV — Meat Preparation

A. Meat Cuts and Preparation Methods

1. Beef Preparation
   a) Beef Grading
   b) Cuts of Beef
   c) Variety Meats and Their Preparation
   d) Roasted and Baked Beef Preparation
   e) Braised and Stewed Beef
   f) Broiled Beef
   g) Boiled Beef

2. Pork Preparation

   a) Cuts of Pork
   b) Roasted and Baked Pork
   c) Fried and Sauteed Pork
   d) Braised Pork
   e) Broiled Pork
   f) Boiled Pork
   g) Pork Variety Meats

3. Poultry and Game Preparation

   a) Classification fo Poultry
   b) Roasted and Baked Poultry
   c) Fried and Sauteed Poultry
   d) Broiled Poultry
   e) Stewed Poultry
   f) Dressings

4. Fish and Shellfish Preparation

a) Classification of Fish and Shellfish
b) Ways of Purchasing Fish
c) Fried and Sauteed Fish
d) Broiled and Baked Fish
e) Fried Shellfish
f) Steamed Shellfish
g) Baked and Broiled Shellfish

Unit XVI Breads

A. Types of Breads

1. Quickbread Preparation

a) Biscuits
b) Muffins
c) Cornbread

B. Specialty Breads

Unit XVII Desserts

A. Pastries

1. Pie Dough Types

2. Pie Dough Preparation

3. Pie Dough Ingredients

4. Pie Fillings

a) Fruit Fillings
b) Cream Fillings
c) Chiffon Fillings
d) Soft Fillings
e) Cobblers

B. Custards and Puddings

C. Cookies

D. Cake and Icing Preparation

1. Creaming Method
2. One-Bowl Method
3. Foam Method
4. Icing Classification and Preparation

Unit XVIII Garnishes

A. Garnish Preparation

1. Vegetable Garnishes
2. Fruit Carnishes
3. Edible and Non-edible Garnishes

Unit XIX Beverages

A. Beverage Preparation and Service

1. Coffee and Tea
2. Dairy Drinks
   a) Milk Shakes
   b) Hot Chocolate
3. Fruit Punches

FOREWORD

This Guide was developed with a grant provided by the Virginia Department of Education, Division of Vocational Education, Home Economics Education Service. The Guide has been designed to give maximum assistance to the occupational home economics teacher in providing a training program to prepare high school students for entering employment in food occupations. Home economics occupational programs provide training in technical skills and abilities for delivery of home-related services needed by society.

The training program outlined in this Guide focuses upon the development of students for gainful employment through a course sequence of concepts and generalizations, performance objectives, learning activities, and criterion-referenced evaluation. The emphasis is upon the development of occupational competencies. The "Performance Objectives," listed for each course outline topic, specify student performance to be demonstrated upon completion of instruction. The Occupational "Competencies," listed for each course outline topic, refer to skills the graduate of the training program would be able to perform on the job. The assumption is that students will be able to perform the listed competencies in an actual work setting if they can demonstrate satisfactory achievement of instructional objectives on the basis of criterion-referenced evaluation.

Whenever possible, listed occupational competencies are derived from Vocational-Technical Education Consortium of States (V-TECS) catalog task analyses. All V-TECS references for the Occupational Foods Guide may be found in a Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Food Management, Production, and Services Occupations. This source may be helpful to the teacher as a source of additional information for instructional purposes.

The Food Occupations cluster includes semi-skilled or entry job objectives such as counter service worker, assistant cook, short-order cook, etc. It is hoped that this Occupational Foods Guide will significantly contribute to the preparation of workers for gainful employment in the rapidly expanding foods industry.

ACKNOWLEDGMENTS

This occupational program Guide has been developed through the cooperative efforts of many educators. We wish to express our appreciation to those individuals involved with the project.

We are especially grateful to Miss Hazel Wilhoite, State Supervisor of Home Economics Education in the Commonwealth of Virginia. Miss Wilhoite encouraged the development of the proposal for funding which was written by Dr. Anita H. Webb. Further, Miss Wilhoite supported the actual funding of the project for curriculum development and lent helpful guidance to the writing of the Guide. Also, we wish to thank Dr. Melvin H. Garner, Administrative Director, Division of Vocational Education, Virginia Department of Education.

We acknowledge with thanks the cooperation and support of all the Assistant State Supervisors and local district Supervisors of home economics in Virginia. These supervisors recommended teachers from various local school divisions who were coordinating effective occupational foods programs as participants in the curriculum project.

Serving as consultants for this project were: Ms. Sandra Joseph, Ms. Betty Oberg, Ms. Carol Reasor, and Ms. Janet Stevens. These occupational teachers participated in a curriculum workshop to develop the initial outline and reviewed and commented on the first draft of this manuscript; their recommendations and suggestions have been incorporated. We acknowledge their indispensable contributions with thanks.

Special thanks are due to Mrs. Jean Goad, Assistant State Supervisor of Home Economics, Virginia Department of Education, and Miss Ronda Yarbrough, George Washington High School, Danville. Their original outline for occupational foods curriculum served as the inspiration for the draft stage of this Guide.

By nature of the task, it is necessary to draw upon the work of others to present the best material available. With this in mind, proper credit is extended for selected learning activities incorporated within the text which were modified for use in this Guide from the U.S. Office of Education - funded Occupational Home Economics Education Series publications, Fast Food Service and Catering Services.

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INTRODUCTION

Sounds of footfalls and chatter were picking up in the hall outside the occupational foods laboratory. It was 7:45 a.m. Looking up from her preparations at the demonstration station, Ms. Jones saw the vocational director, Mr. Mason, walk by. He nodded perfunctorily, then paused and stepped back. They exchanged pleasantries and commented on the spring banquet coming up. As he was leaving, Mr. Mason turned back and asked, "How are you coming on the preliminary plan for next year's program? You know, I'd like to help you build an occupational foods program that would 'take the cake' -- couldn't resist that!"

"Well, I have been working on that plan," remarked Ms. Jones. "I'm checking on qualifications for additions to my advisory committee, and I'm considering expanding the lab simulation to a co-op program for second year students."

"Great!," said the vocational director. "Maybe we should get together to map out a timeline. How about next Monday afternoon at 3:15? I'll put that on my calendar if you can make it."

"I'll be there," Ms. Jones replied. A glint of interest was evident in Ms. Jones' eye as she recalled the notes recorded in her file on planning for the coming year. She thought aloud, "Three-fifteen next Monday; this is Thursday."

Ms. Jones knew the vocational director expected more than a casual conversation. She knew he liked an outlined plan on paper with specific program policies detailed. He would use the information she gave him to work with guidance personnel in scheduling classes and for making recommendations for program expansion to the higher administration.

You, the reader, must already possess an interest in occupational foods to be skimming through this introduction. You may be a newly-hired occupational foods teacher or an experienced one who is always alert for additional resource material. Whatever your situation, you can nurture your own spark of interest to maintain a sense of satisfaction in serving the needs of your school and community through an occupational program.

Now, take a look at what Ms. Jones is undertaking as she expands her occupational program. Ms. Jones knows that to continue to grow, she must involve the community, the school, and the students. Consideration must be given to factors such as selecting students with potential, employment opportunities in the community, and the current job competencies to be taught. Constant feedback will be required to see that instructional objectives are being reached, students properly placed, and that program graduates are successfully performing in their jobs. Assistance will be needed from a program advisory committee to get all that done. Many responsibilities are required to make a truly outstanding occupational foods program of the caliber desired by Ms. Jones.

Ms. Jones knows that many influences currently operating favor the expansion of her program. She realizes these will make her efforts pay off.

The foods industry is burgeoning with employment opportunities to attract young men and women looking for careers in a fast growing field. In Virginia alone, employment figures in the foods industry have doubled since 1970. Restaurants are a $1.6 billion business in Virginia, and the state licensed 11,000 eating establishments in 1977. The demand for competent workers is expected to continue during the next decade. One out of every five meals today is eaten away from home; government predictions call for $1 of every $2 devoted to food being spent in restaurants in the next few years.

Aware of statistics like these, the glint in Ms. Jones' eye brightens. She knows that if she selects students with the potential for success, and a stated job objective related to the job training provided, opportunities will be abundant for her graduates. All of Ms. Jones' efforts in organizing a successful program will have been rewarded. With the career ladder leading to management still open to high school graduates in the food industry, she knows she can give her students a boost into a worthwhile career.

The purpose of the pages that follow is to provide the occupational foods teacher with information for organizing, operating, and evaluating the effectiveness of a training program to prepare high school students for entering employment in food service occupations upon completing or leaving high school. The duration of the program should be of sufficient length to assure the development of proficiency and will require daily class sessions for up to two years. Whenever possible, on-the-job training in actual work situations is desirable during the program.

Due to the bright opportunity for those who are qualified, it is desirable to screen students so that the training will be offered to those who have the greatest potential to use it to advantage. For this reason the following personal qualities should be noted when selecting program applicants:

Dependability
Courtesy, friendliness, and tact in dealing with supervisors, co-workers, and people being served
Acceptable appearance - good grooming, cleanliness, and neatness in dress
Good personal habits - promptness, cleanliness, honesty and neatness
Understanding of own role and that of others
Physical stamina
Manual dexterity

Obviously, Ms. Jones is extremely conscientious in her own planning. Nevertheless, she has learned through experience that she will still fall short of her ultimate goal of graduate job placement if she overlooks one most important aspect. That crucial aspect is student selection. The year before she has a student in class, she will have made a presentation

at an all-school assembly with her students and/or have visited classes and organization club meetings to recruit interested students. Ms. Jones knows that this extra effort pays off in the interest sparked in students who set the foods occupational cluster as a career objective. Also, recruitment brings in higher ability students who have the capacity to take advantage of advancement opportunities for the trained high school graduate in the food industry.

The next step which Ms. Jones will emphasize in her written plan for next year is to work more closely with the school guidance personnel in the screening process. Since guidance counselors are busy people in her school with many demands, Ms. Jones has learned that she will have to take the initiative. She will arrange appointments to involve a counselor in the screening interviews and/or reviewing student application forms. Ms. Jones will have to be sure that the daily class schedules of selected applicants are arranged to accomodate participation in laboratory simulation or on-the-job experience. Additionally, Ms. Jones plans to strengthen her HERO chapter next year. She knows that high-interest activities properly publicized will bring recognition to her students and the Foods Occupations program. Higher ability students will be attracted to apply to the Foods Occupations program for the added dimension of participating in exciting HERO experiences at the local, state, and national levels.

Before Ms. Jones finalizes her written plan for review by the vocational director, she plans to add one more item. She has just conducted a one-year followup study of previous program graduates. She should have most of the mail-in questionnaires back by the weekend. Since one of the questions asked for suggestions the graduates would make for improving the program, Ms. Jones will summarize their comments in her plan. Mr. Mason can help her incorporate program improvements based on feedback from this question and other data from the follow-up study.

Ms. Jones will have spent a lot of time in written program planning when she takes her plan to Mr. Mason's office on Monday. She has learned that written program plans and records are helpful. Ms. Jones has always known that some written planning is helpful in organizing daily lessons. The written plan for her program will likewise improve her organization and allow her to communicate more closely with her vocational director and incorporate his suggestions. Later, it will assist her to communicate with her advisory committee in organizing their activities for the year. Finally, Ms. Jones will be able to review her plans along with other records at the end of next year to see if she has accomplished what she set out to do.

First Year Program

I.

Introduction of Food Services

UNIT I

CONCEPT: Overview of Food Service Occupations

PERFORMANCE OBJECTIVE: The student will be able to list personal qualities which enhance success of workers in food service occupations.

GENERALIZATION:

1. Many types of food service establishments exist.

2. Employment opportunities are available in various types of food service establishments.

3. Successful food service workers possess certain qualities:
Good health
Dependability
Initiative

4. Each job has a specific job description.

5. Careers available in food service are very diversified.

COMPETENCIES:

1. Identify and analyze types of food service establishments in a locality.

2. Distinguish types of jobs available in food service.

3. Exhibit personal qualities needed by food service employees.

4. Interpret specific job descriptions for positions within the food service occupational cluster.

5. Evaluate career possibilities in food service.

SUGGESTED LEARNING EXPERIENCES:

1. Brainstorming to list various types of food service establishments in a community: hospitals, fast food, homes for aged, military, school lunch, restaurants, specialty food shops, bakeries, drive-ins, vending.

2. Use of yellow pages of phone book to identify local establishments. Field trips to variety of food service establishments.

3. Brainstorming to list types of positions (i.e. baker, salad, chef, short order cook, cook's helper, dietician).

4. Poster, collage, or bulletin board developed to show various jobs available in food service.

5. Demonstrations on proper hand washing, care of hair.

6. Roleplay of situations which illustrate desirable personal qualities for food service employees.

7. Discussion of ways to work on personal improvement.

8. Interviews of at least four people in different food service jobs to find out what is included in their job descriptions.

9. Discussion to organize job descriptions for different jobs or stations in classroom situations (i.e. dishwasher, cook, bus boy/girl, salad, cashier.)

10. Development of written description of a successful worker in the food service industry.

11. Interview restaurant owner to obtain information on what owner expects from an employee.

CRITERION-REFERENCED MEASURE: Teacher made matching test on types of establishments with respective positions.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Cornelius, E.G., Food Service Careers, Peoria, Ill.: Chas. A. Bennett Co., Inc., 1974.

Haines, R. C., Food Preparation for Hotels, Restaurants and Cafeterias, Chicago: American Technical Society, 1974.

FILMSTRIPS

"Waiter/Waitress," and "Cook-Chef," Career Awareness Program, Occupational Learning Systems, Huffman Electronic Corporation, 1973.

"The Smart Waitress," Chicago: National Restaurant Association.

"Careers in the Food Industry," New York City: Butterick Publishing Co., 1974.

II.

Sanitation

UNIT II

CONCEPT: A. Food Contamination and Food-Borne Illnesses

PERFORMANCE OFJECTIVE:

1. The student will be able to name the ways foods can be contaminated and list diseases caused by improper handling of food on a written test.

2. The student will be able to differentiate between desirable and undesirable personal hygiene practices using provided case studies.

GENERALIZATION:

1. Foods can be contaminated in many ways. Adequate knowledge of causes of contamination aids in preventing food-borne illnesses.

2. Optimum conditions for growth of molds, bacteria, yeast, viruses, protozoa and trichinea must be prevented in food preparation areas.

3. A food handler's permit is necessary before obtaining employment in foods establishments.

COMPETENCIES:

1. Demonstrate sanitary handling of food to prevent contamination.

2. Identify harmful micro-organisms and the specific conditions conducive to growth of molds, bacteria, yeast, viruses, etc.

3. Analyze reasons for necessity of obtaining food handler's permit.

SUGGESTED LEARNING EXPERIENCES:

1. Review of state and local rules and regulations.

2. Guest Speaker: Have a sanitarian present the complete food handler sanitation program offered by many health departments.

3. Use of petri dishes (agar cultures) contaminated by learner's hands, improper storage, rodents, rest room area, etc. to show bacterial growth. Discuss causes of food-borne diseases. For preparation of cultures see Applied foodservices sanitation, p. 131.

4. Discussion on the conditions which enhance bacterial growth such as moisture, temperature, and improper food handling.

5. Guest: Have health nurse visit department to obtain tests necessary for food handler's permit.

6. Viewing of National Restaurant Association Film strips, "The Unwanted Four" on food-borne illnesses.

7. Assigned reports on food-borne illnesses to be presented to class.

CRITERION-REFERENCED MEASURE: Diagrams of thermometer on which students fill in dangerous and safe temperatures for foods and food preparation.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

National Institute for the Foodservice Industry; Applied Foodservice Sanitation, Chicago, Author, 1974.

Sanitary food service, Washington, D.C.: U.S. DHEW, Enviromental Control Adm., 1969.

Food Sanitation Study Course, Ames: The Iowa State University Press, N.D.

Axler, B.H., Kitchen sanitacion and food hygiene, New York City: Howard W. Sanis & Co., 1974.

OTHER

Standard method agar culture, contamination samples from rest room, floors, spoiled food, etc.

KITS

Hospital Research and Educational Trust, Training the food Service Worker (Student manual), Washington, D.C.: Robert J. Brady Co., 1967.

UNIT II

CONCEPT: B. Sanitation Codes

PERFORMANCE OFJECTIVE: The student will be able to list procedures used to enforce government rules and regulations.

GENERALIZATION: Specific Federal and State sanitation regulations control food service establishments.

COMPETENCIES:

1. Follow State and local sanitation codes.

2. Demonstrate proper procedures to follow government rules and regulations.

3. Inspect a facility for compliance in Health and Sanitation.

SUGGESTED LEARNING EXPERIENCES:

1. Small group research to determine local sanitation regulations and environmental protection ordinances and their importance. Select a representative group of learners to visit the local health department and/or environmental protection administration to get available data. After research is completed, direct a "Round Robin" discussion to summarize research.

2. Discussion on how food service establishments often lose business because of unsanitary conditions. Emphasize this as a major cause of losing customers.

3. Use of collected newspaper clippings and magazine articles or have learners recall cases of illnesses caused by improper handling of food and discuss how each might have been prevented; or have learners read and discuss example in Exploring professional cooking, pp. 121-122.

4. Guest Speaker: Representative from local health department explaining how often the inspection of food service establishments are made and what they look for. Study inspection guide sheet used by local health department for inspecting food service establishments.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Kahrl, W., Introduction to modern food and beverage service, Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Axler, B.H., Kitchen sanitation and food hygiene, New York City: Howard W. Sanis & Co., 1974.

Ray, Mary F. and Evelyn J. Lewis, Exploring professional cooking, Peoria, Ill.: Chas. A. Bennett Co., Inc., pp. 121-122.

OTHER

Health department and evnironmental protection administration.

Newspaper clippings and magazine articles.

UNIT II

CONCEPT: C. Procedures for Dishwashing and Storage

PERFORMANCE OBJECTIVES:

1. The student will be able to use correct procedures in dishwashing operation according to manufacturer's directions and dish-room lay-out.

2. The student will be able to describe in writing how proper procedures used in dishwashing eliminate contamination, according to Health Dept. regulations.

GENERALIZATION: Sanitary dishwashing procedures can be performed either mechanically or manually.

COMPETENCIES:

1. Perform necessary pre-preparational steps used in sanitary dishwashing procedures, both machine and hand-washing.

2. Follow prescribed steps in sanitary dishwashing procedures (mechanical and manual).

3. Arrange proper storage of dishes and equipment to maintain sanitization.

SUGGESTED LEARNING EXPERIENCES:

1. Viewing of It can happen here or Too close for Comfort. Follow with a discussion of the depicted food handling mistakes and how they may be avoided.

2. Viewing of Clean hands. Discuss each point covered.

3. Discussion of the procedures for handwashing, using transparency in Training the food service worker, Lesson 2.

4. Demonstration of the correct procedures for washing hands.

5. Summary: Each student washes hands properly; tells the importance of using the proper method.

6. Viewing of Care and Handling of Dishes film.

7. Visit to a local cafeteria to view the dishwashing procedures. Have dishwasher explain each step as it is taken suggesting amounts of detergent used and stating the recommended water temperature for washing and rinsing. Summarize observation.

8. Development of a dishwashing schedule to be used in the classroom.

9. Viewing of illustrations/slides identifying types of dishwashing machines; discuss features of and procedures for operating the different types.

10. Discussion of State Department of Health regulations that affect machine dishwashing.

a. Temperature of water
b. Chemicals
c. Drying

11. Laboratory Practice using correct procedures in dishwashing operation. Use manufacturer's directions as a check list for assessing performance.

12. Written observation summary.

13. Performance of dishwashing operation in a simulated or an on-the-job experience, including following techniques of dishwashing:
a. Rinsing (scraping)
b. Washing
c. Racking
d. Storage

SUGGESTED RESOURCES FOR UNIT:

FILMS

It can happen here, Chicago: National Restaurant Association, n.d.

FDA, Too close for comfort. Cincinnati, Ohio: Cincinnati Training Facility, Federal Bldg., n.d.

SLIDES

Gen. Services Adm., Clean hands, Washington, D.C.: National Archives and Records Service.

KITS

Hospital Research and Educational Trust, Training the Food Service Worker, Washington, D.C.: Robert J. Brady Co., 1967.

BOOKS

American Red Cross, Home Nursing Textbook, Washington, D.C.: Doubleday & Company, Inc., 1963.

Ray, M. F., and E.J. Lewis, Exploring professional cooking, Peoria, Ill.: Chas. A. Bennett Co., Inc., N.D.

FILMS

Care and Handling of Dishes, Chicago: National Restaurant Association,

OTHER

School or local cafeteria.

Fast food establishment.

UNIT II

CONCEPT: D. Cleaning vs. Sanitizing

PERFORMANCE OBJECTIVE: The student will be able to determine minimum and maximum temperatures to insure sanitation.

GENERALIZATIONS:

1. Chemcial agents are used in sanitizing to eliminate bacterial contamination.

2. Temperature settings can be used to control bacterial contamination.

3. Cleaning is the removal of dust and soil.

COMPETENCIES:

1. Use proper chemicals in sanitizing dishes and equipment.

2. Use proper detergents, solvents, chemicals to clean and/or sanitize.

SUGGESTED LEARNING EXPERIENCES:

1. Viewing of the filmstrip The Unwanted Four or the film Sanitation: Why all the fuss. Follow with a discussion of the outbreak of different diseases.

2. Groupwork to define various sanitation terms using classroom references.

3. Roleplay using the topic, "Many people judge a restaurant by its rest rooms." Follow skit with discussion to emphasize need for cleanliness and order.

4. Brainstorming exercise in which learners identify tasks to be performed in maintaining sanitary conditions in the establishment.

5. Demonstration of procedures for cleaning rest room, kitchen, and equipment fixtures to meet standards of sanitation set by state health regulations.

6. Readings on procedures for sweeping and mopping, incorporating work simplification techniques.

7. Guest speaker: professional floor cleaner; demonstration of methods of cleaning various floors and walls.

SUGGESTED RESOURCES FOR UNIT:

FILMSTRIPS

The Unwanted Four, Chicago: National Restaurant Association, n.d.

FILMS

Sanitation: Why all the fuss, Encino, Calif.: National Educational Media, Inc., n.d.

BOOKS

Applied foodservice sanitation, Chicago: National Institute for the Food Service Industry, 1974.

Sanitary food service, Washington, D.C.: U.S. DHEN, Environmental Control Administration, 1969.

Axler, B.H., Kitchen sanitation and food hygiene, New York City: Howard W. Sanis & Co., 1974.

Longree, K., and C. G. Blaker, Sanitary techniques in food service, New York City: John Wiley and Sons, Inc., 1971.

OTHER

Professional floor cleaner, representative of a janitorial service, or school custodian.

UNIT II

CONCEPT: E. Pest Prevention

PERFORMANCE OBJECTIVE: The student will be able to explain types of rodents and insects and identify effective methods of controlling pests on a written test.

GENERALIZATION: Pests such as rodents and insects can cause contamination of food.

COMPETENCY: Use special precautions in common areas of contaminations.

SUGGESTED LEARNING EXPERIENCES:

1. Reading on pest control in Exploring professional cooking and view Flies, filth, and food, or the film Sanitation: Rodent and insect control. Discuss points covered in film.

2. Discussion on pests commonly found in food service establishments, dangers raised by certain pests, and ways to control different pests.

3. Display of insecticides commonly used in food service establishments; discuss their proper use.

4. Guest speaker: local exterminator to explain the services offered; the various insecticides and poisons used, and the steps to be followed in an inspection and prevention program.

5. Class discussion to prepare a chart illustrating the steps used in cleaning. Display chart in the laboratory for future reference.

6. Discussion to develop a schedule for daily and weekly cleaning in the classrooms.

7. Discuss the importance of maintaining a schedule and situations which may alter or influence the schedule.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Ray, M. E., Exploring Professional Cooking, Peoria, Ill.: Bennett, n.d.

FILMS

FDA, Sanitation: Rodent and Insect Control, Cincinnati, Ohio: Cinnati Training Facility, Federal Building, n.d.

BOOKS

Sanitary food service, Washington, D.C.: U. S. DHEW, Environmental Control Adm., 1969.

KITS

Training the food service worker, Washington, D.C.: Robert J. Brady, Co., 1967.

OTHER

Hospital Research and Educational Trust.

Exterminator.

BOOKS

Ross, L., Work simplification in food service, Ames: Iowa State University Press, 1972.

Logress, K. & C. G. Blakes, Sanitary techniques in food service, New York City: John Wiley and Sons, Inc., 1971.

OTHER

Flip chart, markers.

UNIT II

CONCEPT: F. Care of Furniture, Floors and Surface Areas

PERFORMANCE OBJECTIVE: The student will be able to demonstrate procedures for cleaning and sanitizing surfaces in the food preparation area.

GENERALIZATION: Sanitary conditions of furniture, floors and all surface areas are important to maintain over-all sanitation in food service.

COMPETENCIES:

1. Follow proper methods of caring for furniture, floors, and surface areas to promote a sanitary atmosphere.

2. Analyze all physical areas that need attention in order to regulate maintenance insuring sanitation.

3. Recommend routines of maintainence to facilitate effective care of furniture, etc.

SUGGESTED LEARNING EXPERIENCES:

1. Display of a variety of cleaning agents; lead students in discussing the characteristics and use of each.

2. Display of samples of surfaces which must be cleaned. Have students identify the different samples and suggest ways to clean each.

3. Viewing of the film Sanitation: Dining room. Have students brainstorm to compile a list of tasks performed in keeping the dining area clean and orderly.

4. Viewing of video-tape of worker performing duties in the dining room area. Discuss with class.

5. Development of a checklist to be used in critiquing dining room maintenance. Assign learners to different food establishments to evaluate the dining area.

6. Demonstration of procedures for cleaning dining room areas such as dining tables and chairs, walls, floors, windows, and ash trays.

7. Discussion of dispensers to identify several types of toilet tissue dispensers and hand towel dispensers. Identify types of paper towels and tissues used in each dispenser.

8. Review of terms and discussion: Define kinds of waste according to the material of which they are composed. Discuss problems which may be caused by improper disposal of waste such as loss of customers and invasion of insects or rodents. Discuss proper disposal of each kind of waste.

9. Guest Speakers:
a. health inspector/sanitarian to talk on "The importance of proper garbage disposal."
b. resource person from the local city maintenance department to explain the method of waste disposal used and the procedure for taking advantage of the city's service of garbage collection.

10. Demonstration of the correct methods of garbage and refuse disposal. Develop a schedule for students to perform the task of disposing of laboratory refuse.

11. Demonstration of the removal and storage of waste and the lining of waste receptacles. Discussion on steps in keeping trash cans clean.

CRITERION-REFERENCED MEASURES:

1. Evaluation: Assign each student a specific cleaning task which a food service worker might perform. Have students write specific steps in performing the assigned task.

CRITERION-REFERENCED MEASURES: (continued)

2. Repeat petri dish experiment performed earlier, this time using appropriate sanitation measures to avoid contamination. Comparison of cultures from first and second experiments.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Dining room sanitation, Chicago: National Restaurant Association, n.d.

School Food Service Sanitation: A manual for food service employees, Raleigh, N.C.: N.C. Bd. of Health & State Dept. of Public Instruction, n.d.

Moosberg, F.O., Simplified manual for cooks, Des Moines, Ia.: Author, 1973.

KITS

Hospital Research and Educational Trust, Training the food service worker (student manual), Washington, D.C.: Robert J. Brady Co., 1967.

Hospital Research & Educational Trust, Training the food service worker, Washington, D.C.: Robert J. Brady Co., 1967.

FILMS

FDA; Sanitation: Dining room, Cincinnati, Ohio: Cincinnati Training Facility, Federal Bldg., n.d.

OTHERS

Local food service workers.

Video-tape equipment.

Local health inspector/sanitarian.

Local city maintenance personnel.

Local food establishments.

CURRICULUM MATERIALS

Food services: Home economics occupational education, Buffalo, N.Y.: Buffalo Public Schools, 1970.

III.

Safety

UNIT III

CONCEPT: Safety

PERFORMANCE OBJECTIVE: The student will be able to evaluate given situations to determine whether they meet safety standards, according to a provided checklist. The student will be able to utilize safety habits in demonstrations of the use of tools and equipment.

GENERALIZATIONS:

1. Many safety hazards exist in food service occupations.

2. The government has requirements and regulations concerning safety procedures.

3. Safety is a responsibility of employer and employee.

4. Correct use of equipment can prevent many accidents.

5. Proper work habits can eliminate accidents.

COMPETENCIES:

1. Demonstrate good safety procedures.

2. Identify OSHA regulations.

3. Explain factors leading to unsafe conditions and accidents.

4. Analyze types of fires and recommend methods of extinguishing.

5. Recommend treatment for cuts and burns.

6. Exhibit safety in use of large and small equipment.

7. Demonstrate safe work habits to prevent unnecessary injuries.

SUGGESTED LEARNING EXPERIENCES:

1. Groupwork to identify safety hazards in kitchen.

2. Display depicting do's and don'ts of accidents common to food service kitchens.

3. Discussion of cost of accidents in relation to health, time lost from job, and money.

4. Discussion of OSHA (Occupational Safety and Health Act)
- benefits of OSHA
- disadvantages of OSHA

5. Roleplay depicting unsafe conditions such as improper clothing, water on floor, etc.

6. Viewing of safety film on fires.

7. Demonstration on use of baking soda in putting out small fires resulting on range.

8. Resource person (i.e., fireman) to speak on three types of fire and how to properly extinguish fires using fire extinguishers and fire blankets.

9. Preparation for use in range area of small baking soda fire extinguishers (1 lb. coffee cans with holes in plastic lids for shaking).

10. Resource person (i.e., health nurse) to show emergency treatment of burns and cuts.

11. Demonstration of safe use of large and small equipment:
- storage of knives
- cleaning knives
- correct slicing techniques

12. Demonstrations of:
- lifting heavy loads
- loading and unloading oven to prevent burns
- proper use of pot holders
- correct position of pot handles

13. Group development of a bulletin board illustrating "Accidents don't just happen; they are caused and can be prevented".

CRITERION-REFERENCED MEASURES:

1. Posters developed by pairs of students, which depict specific safety points for working in the kitchen.

2. Individual ratings of the unsafe laboratory.

3. Teacher-developed quiz on safety.

4. Teacher-prepared case studies with multiple-choice test responses on safe procedures.

SUGGESTED RESOURCES FOR UNIT:

FILMS

National Educational Media, Inc., Kitchen safety: Preventing burns, Chicago: National Restaurant Association, n. d.

National Educational Media, Inc., Kitchen safety: Preventing fires, Chicago: National Restaurant Association, n. d.

OTHER

OSHA posters and information materials

IV.

Small Equipment

UNIT IV

CONCEPT: Care and Use of Small Equipment

PERFORMANCE OBJECTIVE: The student will be able to label in writing small equipment used in kitchen and associate different types of equipment with specific tasks to be performed.

GENERALIZATION: Food preparation is easier and more efficient when small equipment is used and cared for properly.

COMPETENCIES:

1. Identify small equipment used in the kitchen.

2. Select proper small equipment for tasks such as measuring, mixing, stirring, etc.

3. Demonstrate proper care and storage of small equipment.

4. Exhibit correct methods in use of small equipment.*

* #16, #84, #85, V-TECS, Food Management, Production, and Service Occupations, 1975, pp. 35, 125, 127.

SUGGESTED LEARNING EXPERIENCES:

1. Display and labeling of pieces of small equipment.

2. Demonstration of proper care of small equipment.

3. Small equipment "bingo" or a word search or puzzle.

4. Field trip to observe use of small equipment in school cafeteria.

5. Individual presentations: Select a piece of small equipment from a sack or box and explain use of equipment and care to class.

6. Bulletin board to display/hang up small pieces of equipment-- "What is my name or line?"

7. Display of all small equipment on table or leave in drawers; each group or student is given a term (i.e., mixing, stirring, cutting, measuring, etc.) to find equipment used.

8. Discussion of how to select, use and care for cookware.

9. Discussion on the selection of appropriate equipment for the task to be performed. Summarize session by having students prepare three samples of a cake mix. Bake one in the right size pan, one in a pan too small, and one in a pan too large. Compare results.

10. Display of different utensils and instruments used by fast food operations to supply continuous portion control. Examples of these are scales, scoops, and cups with lines. Discuss and demonstrate how each is used.

11. Students prepare a food item and demonstrate portion control. Example: cookies and obtain equal size, etc.

CRITERION-REFERENCED MEASURES:

1. Matching quiz items.

2. Students expected to name and tell use of a specific item (example: pastry blender - cut shortening into flour) as equipment is shown.

3. Students bake and sell an item and are graded on exact portion control.

SUGGESTED RESOURCES FOR UNIT:

FILMSTRIP

"Small Wonders in the Kitchen", Wooster, Ohio: Rubbermaid Incorporated, n. d.

CURRICULUM MATERIALS

Food service, pp. 66-91.

OTHER

Different utensils

V.

Large Equipment

UNIT V

CONCEPT: Care and Use of Large Equipment

PERFORMANCE OBJECTIVE: The student will be able to identify the large equipment used in kitchen, exhibit proper use and care, and demonstrate care of large equipment.

GENERALIZATION: Proper care and use of large equipment prolongs its use time.

COMPETENCIES:

1. Identify the large equipment used in kitchen.

2. Exhibit proper use and care of large equipment.

3. Demonstrate care of large equipment.*

* #16, #84, #86, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 35, 125, 127.

SUGGESTED LEARNING EXPERIENCES:

1. Tour of food service kitchens and observation of large equipment used.

2. Demonstration to class of proper cleaning and storage of large equipment. Example--take mixer apart, wash pieces and store.

3. Development of care and use posters to post near equipment.

4. Review of sanitary procedures for washing dishes.

5. Reading to become familiar with operators' manuals for each piece of large equipment.

6. Individual research on large equipment that performs a particular function such as warming equipment, refrigeration units, dispensers, etc. Reports on researched equipment. Assign a listening team to take notes on each report so other class members may give full attention to reporters. Have reports edited and duplicated to be used for notebook references.

7. Individual demonstrations to the class on the cleaning procedure for one piece of equipment. Students will use equipment manuals for reference.

CRITERION REFERENCED MEASURE: Evaluation of individual demonstrations using a teacher-prepared Checklist for Cleaning Equipment.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Longress, K., & C. G. Baker, Sanitary techniques in food service, New York City: John Wiley and Sons, Inc., 1971.

Morgan, W.J., Supervision and management of quantity food preparation, Berkeley, Calif.: McCutchan Publishing, 1974.

OTHER

Foods equipment manuals in quantity food preparation from companies such as Hobart, Blodgett, Bun-o-Matic.

VI.

Organizing and Planning

UNIT VI: ORGANIZING AND PLANNING

CONCEPT: A. Work Simplification and Work Schedules

PERFORMANCE OBJECTIVE: The student will be able to analyze and reorganize inefficient work areas to obtain maximum efficiency.

GENERALIZATIONS:

1. Work is simplified with conservation of time, energy and motion.

2. A schedule of work to be done is necessary for efficiency in planning.

COMPETENCIES:

1. Analyze methods to simplify use of time, energy and motion.

2. Plan where and when to use the work simplification methods analyzed.

3. Plan a work schedule carefully considering pre-preparation to save time.

4. Evaluate storage for convenience in relation to saving time, energy and motion.

SUGGESTED LEARNING EXPERIENCES:

1. Transparency, Body Mechanics, in Training the Food Service Worker to have students discuss the motions involved in correctly lifting, pushing, and pulling items. Reading Motion Economy in Training the Food Service Worker, pp. 8-16 in Ch. 8. Based on reading, have students suggest ideas for a personal improvement plan.

2. Individual practice of proper body mechanics by performing various tasks of a food caterer such as carrying a loaded tray, lifting supplies, pushing heavy furniture, and pulling loaded service carts.

3. Simulated experience: Provide students with an opportunity to work in a storage area of a food service establishment where they will have the experience of moving items of different weights.

4. Business representative demonstration of the use of a microwave oven or present materials in Marvels of Microwave.

5. Group development of posters or bulletin boards that promote preventive maintenance and care of equipment.

6. Discussion to list the equipment found in holding areas, such as hot trays, warming drawers, steaming tables, infrared lamps, etc. and identify "holding" methods and equipment used for particular types of food.

7. Group work: Each group will take one beverage preparation machine and clean it. Rotate these activities until each student has had the opportunity to learn each piece of equipment.

8. Viewing of video-tape or slides of work areas that are correctly or incorrectly set up. Analyze and suggest changes.

CRITERION-REFERENCED MEASURES:

1. Student demonstration to class of a task emphasizing work simplification (ex.: sandwich making).

2. Practical or written test: Analyze and reorganize inefficient work areas to obtain maximum efficiency according to the criteria below:
A. Obtaining all supplies before beginning.
B. Gathering needed utensils and equipment.
C. Arranging with work simplification procedures taken into account.
D. Trying out, and rearranging if necessary.
E. Maintaining organization of work area.

SUGGESTED RESOURCES FOR UNIT:

KITS

Hospital Research and Educational Trust, Training the food service worker, Washington, D.C.: Robert J. Brady Co., 1967.

Hospital Research and Educational Trust, Training the food service worker (student manual), Washington, D.C.: Robert J. Brady Co., 1967.

BOOKS

Kotschevar, L. H., Quantity food production, Boston: Cahners Books, 1974.

OTHER

Work Simplification in Food Service, Ames: The Iowa State Univ. Press, n. d.

UNIT VI: ORGANIZING AND PLANNING

CONCEPT: B. Menu Planning Basics

PERFORMANCE OBJECTIVE: The student will be able to match menu items appropriate to specified occasions and/or settings.

GENERALIZATIONS:

1. Using the Basic Four Food Groups as a guide is necessary to provide dietary requirements that meet basic needs.

2. Good meal planning uses variety in nutrition, color, texture, taste, and preparation.

3. Meals are planned to consider: age group, foods and equipment available, family activity.

COMPETENCIES:

1. Analyze menu guides that provide standard requirements for menu servings.

2. Plan how to make use of menu planning to provide a variety of foods that will satisfy nutrition, color, texture, taste and preparation.

3. Plan menus that will encompass age group, season of year, foods and equipment available and family activity.

SUGGESTED LEARNING EXPERIENCES:

1. Group work: Evaluate a series of meals to determine if "basic 4" needs are met.

2. Viewing of filmstrip "Wonderful World of Foods".

3. Supervised study of menus from a nursing home, hospital, popular seasonal foods (ex.: cookouts).

CRITERION-REFERENCED MEASURE: Oral Quiz: Students list foods that would be found on a variety of specified menus (ex.: campfire stew, hobo dinner).

SUGGESTED RESOURCES FOR UNIT:

FILMSTRIP

"Wonderful World of Foods", Cincinnati, Ohio: Proctor and Gamble Home Economics Dept., n. d.

UNIT VI: ORGANIZING AND PLANNING

CONCEPT: C. Ordering and Receiving

PERFORMANCE OBJECTIVE: The student will be able to identify food items to prepare a selected recipe, inventory the received order, and store food for future use.

GENERALIZATIONS:

1. Ordering and receiving is a necessary part of organization and planning.

2. Accurate knowledge of institutional food agencies is necessary to purchase quantity foods.

3. Deliveries of supplies need to be checked for accuracy.

COMPETENCIES:

1. Identify necessary items needed for food puchasing.

2. Distinguish between various forms used for accurate ordering.

3. Identify and use commercial symbols when ordering supplies such as count, container size, packaging and fill weights.

4. Plan to order early to meet schedule demands.

5. Identify and check incoming orders.

6. Check order for accuracy when receiving.

SUGGESTED LEARNING EXPERIENCES:

1. Group work: Preparation of grocery list needed for recipe; check supply cabinets to determine those items which will be necessary to purchase.

2. Group work: Inventory of order and placement in proper place/places.

CRITERION-REFERENCED MEASURE: Check of accuracy of inventory and storage.

UNIT VI: ORGANIZING AND PLANNING

CONCEPT: D. Storage of Food Supplies

PERFORMANCE OBJECTIVE: The student will be able to maintain accurate inventory of food items, using the provided form.

GENERALIZATIONS:

1. Storage of food supplies can be handled in various ways.

2. Adequate knowledge of food storage is necessary to insure effective organizing of incoming supplies.

3. Specific standards of inventory receiving must be met.

4. A perpetual inventory is necessary for efficient management in cost control.

COMPETENCIES:

1. Plan storage areas for incoming supplies.

2. Explain proper storage areas for incoming supplies.

3. Check incoming orders for accuracy and condition of supplies as received.

4. Check out supplies from storeroom, cooler and freezer.*

* #1, V-TECS, Food Management, Production, and Services Occupations, 1975, p. 11.

SUGGESTED LEARNING EXPERIENCES:

1. Visit to school cafeteria to observe storage areas for incoming supplies.

2. Visit to several local food service establishments to compare storage areas.

3. Observation of methods used by local food service establishments for checking incoming orders.

4. Observation of perpetual inventory records used by school cafeteria and/or local food service establishments.

5. Guest Speaker: Sanitation representative to explain requirements of storage to meet specifications (i.e., no food stored on floor, food not stored near pesticides, ventilation required).

6. Preparation/revision by students of records used by teacher/class.

CRITERION-REFERENCED MEASURE: Accuracy of records of items checked out, using the form provided by the teacher.

VII.

Techniques of Food Preparation

UNIT VII: TECHNIQUES OF FOOD PREPARATION

CONCEPT: A Terminology

PERFORMANCE OBJECTIVE:

1. The student will be able to interpret recipe terms and directions in class discussions and demonstrations.

2. The student will be able to explain signs of a good recipe by discussion and poor examples provided by teacher.

GENERALIZATION:

1. Knowledge of basic information concerning standardized recipes is necessary before food preparation can begin.

2. Quantity and quality control is achieved by using standardized recipes.

3. At times it is necessary to increase a recipe.

4. Knowledge of measuring and portioning equivalents help prevent errors in the production and service of food in quantity.

COMPETENCIES:

1. Distinguish abbreviations used in recipe directions.

2. Distinguish terms used in recipes.

3. Demonstrate correct measurements of liquid and dry ingredients (weights, if applicable).

4. Demonstrate correct methods of food preparation.

5. Demonstrate skill in increasing a recipe.

6. Relate quantity amounts to simpler measuring practices.
   Example: measure 3 tablespoons instead of 9 teaspoons.

SUGGESTED RESOURCES FOR UNIT:

Materials for flash cards.

BOOKS

Ray, M. E., Exploring Professional Cooking, Peoria, Ill.: Chas. A. Bennett Co., Inc.,1976.

AHEA Helps Learning Package, "Fractions Count".

UNIT VII: TECHNIQUES OF FOOD PREPARATION

CONCEPT: B. Techniques of Portioning Foods

PERFORMANCE OBJECTIVE: Given 10 portioning problems, the student will be able to demonstrate appropriate techniques with 90% accuracy.

COMPETENCIES: Demonstrate skill in decreasing a recipe.

SUGGESTED LEARNING EXPERIENCES:

1. Discussion to list advantages of standard portions in serving food.

2. Portioning of foods by dish, slice, measure, and count.

3. Exercises to work out quantity of portions necessary to serve 100 people.

4. Discussion to list reasons for variations in servings.

Homework assignment: Observe portions of food served in various public eating places. Review of equipment and tools used to portion food. (i.e. scoops, scales, slicing equipment, portion cups. Display, bulletin board, poster, etc. of pre-portioned foods, such as individual packets of sugar, ketchup, crackers. Include foods which may be protioned during preparation (i.e. Jell-O, pudding, cupcakes).

Viewing of the film Preventing Waste and discuss portion control.

Buzz groups to discuss the following questions:

a. Why measure ingredients?
b. How large is a serving?
c. Do all food establishments use portion control? Why is it important?
d. What difference would it make if a friend ordered french fries and the fast food service worker overpacked the french fry bag?

Individual assignment: Decrease given recipe using correct math. Lab experience preparing decreased recipe.

CRITERION-REFERENCED MEASURE: Practical test: Portion 10 food and/or beverage products

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Ray, M. E., Explor ing Professional Cooking, Peoria, Washington: Bennett, 1976.

FILM

National Educational Media, Inc., Preventing Waste, Chicago: National Restaurant Association, n.d.

UNIT VII: TECHNIQUES OF FOOD PREPARATION

CONCEPT: C. Convenience Foods

PEROFRMANCE OBJECTIVE: The student will be able to make written comparisons and conclusions regarding food preparation methods which would meet quality and cost criteria for use in a given food service operation. Eight of these judgments should agree with the judgments of the instructor.

GENERALIZATION:

1. Convenience foods are a definite aspect in an efficiently-operated food service establishment.

COMPETENCIES:

1. Utilize available convenience food items and variations in preparation.

2. Evaluate place of convenience foods in a food service establishment.

3. Demonstrate skill in serving convenience foods attractively.*

4. Identify and utilize the basic mix as a convenience food.

*#32, V-TEC, Food Management, Production, and Service Occupations, 1975, p. 54

SUGGESTED LEARNING EXPERIENCES:

1. Student demonstration of correct techniques for decreasing certain ingredients (example: half an egg).
   Review of use of proper equipment for accurate measurements.

2. Tour of grocery store to observe various convenience price and number of servings.

3. Identification of examples of foods prepared by various methods (i.e. freezedried, frozen, mixes, dehydrated, and concentrated).

4. Laboratory experience to compare quality, time, and cost of convenience food vs. made from "scratch".

5. Microwave demonstration using convenience foods.

6. Lab experience for preparation and service of convenience foods.

7. Preparation of a basic master mix as a lab experience.

8. Preparation of various items using the basic mix,

9. Preparation and service of a meal using only convenience foods.

CRITERION-REFERENCED MEASURE: Comparisons and conclusions regarding labor costs, energy use, and the quality and flavor of the product. Products may include "scratch" method, frozen mixes, refrigerated recipes.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Crawford, H. W., and M.C. McDowell, Lodging, Boston: Cahners Publishing Co., 1971.

OTHER

Fractions Count in the Kitchen, Home Economics Learning Packages (HELPS), Washington, D.C.: American Home Economics Association, n.d.

VIII.

Meal and Table Service

UNIT VIII: MEAL AND TABLE SERVICE

CONCEPT: A. Table Preparation

PERFORMANCE OBJECTIVES:

1. In a simulated or on-the-job situation, the student will be able to prepare, arrange and replenish 3 buffet settings according to established criteria.

2. The student will be able to explain the differences among various types of table service in relation to establishments where each is used.

GENERALIZATIONS:

1. Proper table setting reflects good management.

2. Attractive decor will set the atmosphere of the meal.

3. A proper set-up for buffet/cafeteria service makes an attractive and orderly arrangement for self-service.

4. Various types of table service such as French, Russian or American dictate the formality of the meal.

COMPETENCIES:

1. Identify proper placement of flatware, glasses, etc., according to the type of service.

2. Plan attractive table accessories to enhance the atmosphere.

3. Plan buffet for convenience according to the menu.

4. Plan table services for French, Russian and American styles of serving.

SUGGESTED LEARNING EXPERIENCES:

1. Discussion to classify types of food establishments according to kinds of service offered, food specialties, menu listing, price, and speed of service.

2. Discussion to list all food establishments in the local community and describe the services they offer.

3. Student prepared files of useable settings to be added to as required or needed.

4. Display of illustrations of buffet table set-ups; discussion using an assortment of foods, prepare bowls, trays and baskets of food and arrange on buffet tables. Consider color, shape, accessibility of items.

5. Plan several buffet settings.

6. Laboratory experience: prepare foods typically used in buffet settings, set up and replenish buffet tables.

7. Laboratory experience: serve meals using French, Russian, and/or American styles of serving.

CRITERION-REFERENCED MEASURES:

1. Evaluation of student files of settings.

2. Evaluation of following styles of service, using a teacher-prepared checklist:
A. Buffet
B. French
C. Russian
D. American

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Cincinnati Public Schools Home Economics Dept., Exploring careers in hospitality and food service, Bloomington, Ill.: McKnight Publishing Co., 1975.

Telephone directory.

75

UNIT VIII: MEAL AND TABLE SERVICE

CONCEPT: B. Greeting Guests

PERFORMANCE OBJECTIVE: The student will be able to:
relate the necessity of maintaining composure during rush or emergency situations,
identify approaches for handling different types of customers (i.e., children, people in a hurry, talkative people),
name desirable characteristics that promote successful relationships with customers, and
explain ways in which the role of host or hostess can determine the success of a business.

GENERALIZATIONS:

1. Courtesy to customers is expected by guests.

2. A smile reflects a good attitude and a positive self-image.

3. Self-control is a necessary trait in good customer relations.

4. The role of host or hostess determines the success of the business.

5. Certain employee characteristics promote successful customer relationships.

COMPETENCIES:

1. Show courtesy to guests under all circumstances.

2. Portray characteristics of a positive attitude.

3. Exercise self-control in order to perpetuate good customer relations.

4. Demonstrate being a skillful host or hostess.

5. Exhibit those employee characteristics which promote successful customer relationships.

SUGGESTED LEARNING EXPERIENCES:

1. Research and demonstrations on how to handle various kinds of customers and any special treatment they require (e.g., children, people in a hurry, talkative people). Have students use The waiter/waitress manual, pp. 36-38, Counter service, pp. 59-67, The waitress training resource manual, pp. 8-12 (Know your customer) and Food services, pp. 337-339. Follow with a discussion to determine if the best procedure was followed.

2. Viewing of The counter code, The customer, or the film Courtesy: Food service is people service and completion of the study guide.

3. Discussion of the importance of good communication when working with customers. Have students view Basic communication or Communication. Divide students into two groups and have them form facing lines. One line is to represent customers and the other represents workers. In succession, have workers practice greeting custormers. Teacher will use tape recorder or video tapes so that students may evaluate their experience.

4. Viewing of the film Handling complaints and completion of the study guide.

5. Role play of responding to various complaints.

CRITERION-REFERENCED MEASURE: Evaluation by rating scale developed by students and teacher.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Aiken, B. R., The waiter/waitress manual, New York City: McGraw-Hill, Inc., 1976.

The waitress training resource manual, pp. 8-12.

CURRICULUM MATERIALS

Division of Curriculum Evaluation and Development, Food Services: Home Economics Occupational Education, Buffalo, N.Y.: Buffalo Public Schools, 1970.

OTHERS

The counter code, Chicago: National Restaurant Association, n. d.

The customer, Chicago: National Restaurant Association, n. d.

FILMS

Courtesy: Food service is people service, Encino, Calif.: National Educational Media, Inc., n. d.

National Media, Inc., Handling complaints, Chicago: National Restaurant Association, n. d.

SLIDES

Basic communication, Cincinnati, Ohio: Cincinnati Training Facility, Federal Bldg., n. d.

OTHERS

Tape recorder or video tape equipment.

UNIT VIII: MEAL AND TABLE SERVICE

CONCEPT: C. Serving Guests for Customer Satisfaction

PERFORMANCE OBJECTIVES:

1. The student will be able to explain proper etiquette in tipping, according to current practices.

2. The student will be able to identify procedures used in taking orders according to the type of establishment.

GENERALIZATIONS:

1. The waitress/waiter can assist the customer by being familiar with the menu and how its foods are prepared.

2. Correct methods and procedures in serving and alertness to needs create customer satisfaction.

3. Taking the order and presenting the check efficiently are essential parts of good service.

COMPETENCIES:

1. Relate appropriate table service to various types of menus.

2. Explain terms used in menu writing.

3. Identify preparation of food that is listed on the menu.

4. Employ correct methods of serving specific foods.

5. Anticipate possible individual needs of the customer.

6. Write the order and present the check according to establishment guidelines.

SUGGESTED LEARNING EXPERIENCES:

1. Discussion of the use of different systems for writing the order on the order form. Emphasize that each establishment will have its own system and that the worker should be careful to follow manager's directives on taking and relaying an order.

2. Discussion of order checks listing menu items and abbreviations from local food establishments; compile a list of menu abbreviations. Also discuss the pre-printed and computerized order forms and register slips.

3. Practice session in writing orders, using pads of blank order forms from local establishments.

4. Tape recording of various menu orders. Have students practice writing orders as they listen to the audio tape of menu items.

5. Class discussion to develop own "menu jargon" to be used in classroom situations.

6. Discussion of the appearance of the service station and its effect on public image of the establishment.

7. Group work to develop a service work station in the classroom. Have students prepare and serve a simple beverage using the learning from previous activities.

8. Readings for information concerning meeting customers' special needs -- complete the programmed instruction package in The waitress training resource manual. (All about customers), pp. 1-30.

9. Review of sample menus to note how each item is prepared and the time required to prepare it. Discuss the following:
   a. Which items should be suggested to someone in a hurry?
   b. Which items take the longest to prepare?
   c. Why should a customer be told the time required to prepare an item if it takes a long time?

10. Use of menus from food establishments to identify standard menu items and possible variations such as waffles, drinks, or salads. Have students practice describing menu items to partner.

11. Viewing and discussion of the film Taking the Order.

CRITERION-REFERENCED MEASURE: Teacher scoring of completeness and accuracy of written orders.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Aikin, B. R., The waiter/waitress manual, New York City: McGraw-Hill, Inc., 1976.

Cincinnati Public Schools, Exploring careers in hospitality and food service, Bloomington, Ill.: McKnight Publishing Co., 1975.

Ireland, R. C., The waitress training resource manual, Wheaton, Ill.: Ireland Education Corporation, 1974.

OTHER

Menus from local food establishments.

Fast food menu and order checks.

FILM

Taking the order, Encino, Calif.: National Educational Media, Inc., n. d.

IX.

Appetizer Preparation

UNIT IX

CONCEPT: A. Cocktails

PERFORMANCE OBJECTIVES:

1. The student will be able to explain in writing all local laws relative to service of alcoholic beverages which affect students.

2. The student will be able to select the necessary ingredients, suitable garnishes, and an appropriate serving container, and then to prepare selected common cocktails to the satisfaction of the teacher.

GENERALIZATIONS:

1. Alcoholic or non-alcoholic cocktails may be served in commerical establishments.

2. All foods classified as cocktails are not beverages (i.e., fruit or seafood cocktails.)

3. Certain laws and statutes exist relative to the service of alcoholic beverages.

COMPETENCIES:

1. Identify non-alcoholic cocktails.

2. Explain the differences between non-alcoholic and alcoholic cocktails.

3. Name several varieties of cocktails other than those served as beverages.

SUGGESTED LEARNING EXPERIENCES:

1. Brainstorming to find different occasions when coffee, tea, milk drinks, fruit juices, punches, and alcoholic beverages might be appropriate to serve as cocktails. Review of laws and regulations related to the stocking and service of alcoholic beverages.

2. Viewing and discussion of Coffee please filmstrip.

3. Groupwork: have groups of three students choose and prepare one beverage that they have decided would be appropriate to serve as cocktails at a specific catered affair. After preparing the beverages, conduct a tasting session where students will evaluate the quality of their beverages.

4. Laboratory Experience: have students prepare the cocktail to be used at the next PTA meeting, teacher's meeting, or club activity to gain experience in quantity preparation.

5. Display of pictures of cocktails to recognize appearance and distinguish types; note types of serving containers and garnishes.

CRITERION-REFERENCED MEASURES:

1. Identification of twenty common cocktails and respective types of containers from illustration.

2. Preparation of ten cocktails from provided recipes.

3. Matching of appropriate containers, garnishes, and a suitable time for service for each of thirty common cocktails(test items).

4. Rating device for food preparation laboratory (teacher-prepared).

SUGGESTED RESOURCES FOR UNIT:

FILMSTRIPS

Coffee Please, New York City: Pan American Coffee Bureau, n.d.

UNIT IX

CONCEPT: B. Hors d'oeuvres and canapes

PERFORMANCE OBJECTIVE: The student will be able to classify 15 foods suitable for appetizers and distinguish 20 items as either canapes or hor d'oeuvres.

GENERALIZATIONS:

1. The appetite can be stimulated by the attractive combination of foods to make appetizers.

2. An hors d'oeuvre is a small portion of highly seasoned food, usually finger food, served hot or cold.

3. A canape is a small open-faced sandwich or paste on a cracker.

COMPETENCIES:

1. Recommend eye-appealing food combinations that would stimulate the appetite.

2. Distinguish the difference between a canape and an hors d'oeuvre.

3. Identify types of foods used in canapes and hors d'oeuvres.

SUGGESTED LEARNING EXPERIENCES:

1. Laboratory experience: Tasting of various combinations of foods commonly considered appetizers.

2. Laboratory experience: Preparation and service of canapes and hor d'oeuvres. (They may be served at a faculty meeting, PTA, or other large group.)

CRITERION-REFERENCED MEASURES:

1. Classification of 15 foods suitable for appetizers.

2. Identification of 20 items as to whether they are canapes or hor-d'oeuvres.

UNIT IX

CONCEPT: C. Dips and Relishes

PERFORMANCE OBJECTIVES:

1. The student will be able to prepare dips and relishes according to established criteria of contrasting color, flavor, and texture, when given three situations.

2. The student will be able to explain in writing how dips and relishes add variety to a meal by selecting two dips and two relishes from a provided list, which would be appropriate to accompany a given menu.

GENERALIZATIONS:

1. Dips are used as accompaniments to other foods.

2. Dips and relishes add variety of color, flavor and texture to help stimulate the appetite.

3. Relishes can serve as a garnish.

COMPETENCIES:

1. Identify a variety of foods used with certain dips.

2. Plan dips and relishes to add variety to a meal.

3. Uses relishes as a garnish to decorate food.

SUGGESTED LEARNING EXPERIENCES:

1. Display of pictures and/or samples of various dips and relishes, emphasizing simplicity, appetite appeal, and appropriateness to different meal situations.

2. Groupwork: Use provided cookbooks and other resources to suggest types of relishes to garnish a variety of foods.

3. Survey of customer reaction to plain and decorative dips and relishes.

CRITERION-REFERENCED MEASURES:

1. Preparation of dips and relishes for three meal situations.

2. Addition of relishes as a decoration to foods prepared, even when not specifically directed to do so.

UNIT IX

CONCEPT: D. Soups and Consommes

PERFORMANCE OBJECTIVE:

1. The student will be able to list in writing the main ingredients, the consistency, and the preparation process of 5 actual taste samples of soup.

2. The student will be able to prepare at least one soup stock made using the stock-pot method. The stock must be clear in color and be flavorful as rated by the teacher.

GENERALIZATIONS:

1. Soups are served as appetizers, entrees or main dishes.

2. Consommes are served as appetizers.

3. Soups and consommes can be served hot or cold.

4. Some type of bread or crackers accompanies soup or consomme.

5. Meat stock may be used as a base for soup. All soups may be classified as either cream or clear.

COMPETENCIES:

1. Analyze soups that would be more appropriate for use as an appetizer.

2. Recommend those soups that are best served hot and cold.

3. Identify various soup accompaniments.

4. Explain how stock base for soup is made.*

5. Identify types of cream soups and clear soups.

6. Identify place of soups in the diet.

*V-TECS, Food Management, Production, and Services Occupations, 1975, p. 119.

SUGGESTED LEARNING EXPERIENCES:

1. Supervised study: Selected readings to list varieties of soups.

2. Teacher demonstration of two basic types of soups and classic preparation processes.

3. Taste-testing of unfamiliar soups to identify ingredients.

4. Laboratory experience: Preparation of different types of soups and proper service.

CRITERION-REFERENCED MEASURE: Written descriptions of specified soups as to ingredients, consistency, and preparation processes.

X.

Salad and Salad Dressing Preparation

UNIT X: SALAD AND SALAD DRESSING PREPARATION

CONCEPT: A. Meat, Fish and Poultry Salads

PERFORMANCE OBJECTIVE: The student will be able to prepare a variety of meat, fish and poultry salads; prepare a variety of salad dressings; identify proper methods of preparation of meat, fish and poultry for use in salads; name different combinations of foods used with each (meat, fish, and poultry); cite examples of salads mixed with salad dressing; identify appropriate garnishes used in meat, fish and poultry salads.

GENERALIZATIONS:

1. Most meat, fish and poultry is cooked for use in salads.

2. Variation is provided in combinations of certain foods with meat, fish and poultry.

3. Meat, fish and poultry are sometimes served with a salad dressing.

4. There are certain garnishes appropriate to use with meat, fish, and poultry.

5. Meat, fish and poultry salads use variations in preparation of form.

COMPETENCIES:

1. Prepare a variety of meat, fish, and poultry salads.

2. Prepare a variety of salad dressings.

3. Identify proper methods of preparation of meat, fish and poultry for use in salads.

4. Name different combinations of foods used with each: meat, fish, and poultry.

5. Cite examples of salads mixed with salad dressing.*

6. Identify appropriate garnishes used in meat, fish, and poultry salad.

* #69, #70, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 108-109.

SUGGESTED LEARNING EXPERIENCES:

1. Discussion of the kinds and uses of dressing and the basic ingredients in dressing.

2. Discussion of the advantages and disadvantages of using prepared and commercial dressings.

3. Preparation of a variety of salad dressings; taste prepared dressings, and discuss which dressing to use on different types of salads.

4. Laboratory session: Plan, arrange, and serve a simple salad luncheon for a group other than class.

CRITERION-REFERENCED MEASURES:

1. Evaluation of prepared salad dressings, using a provided Salad Dressing Checksheet.

2. Evaluation of laboratory experience, using a provided Rating Device for Food Preparation Laboratory.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Haines, R. G., Food preparation for hotels, restaurants and cafeterias, American Technical Society, 2nd Edition.

Ray, M. F. and E. J. Lewis, Exploring professional cooking, Peoria Ill.: Chas. A. Bennett Co., Inc., 1976.

UNIT X: SALAD AND SALAD DRESSINGS

CONCEPT: B. Fruit and Vegetable Salads

PERFORMANCE OBJECTIVE: The student will be able to state in writing the need for variety in salad-making using fruits or vegetables.

GENERALIZATIONS:

1. Fruits and vegetables used in salads can be either raw, cooked or frozen.

2. There is variation of form used in fruit and vegetable salads.

3. Some fruit and vegetables are mixed with a dressing when used as a salad.

4. Fruit and vegetable salads are served chilled.

5. Vegetable salads are served crisp and chilled.

6. Salads have four basic uses in a menu:
A. Appetizer
B. Accompaniment
C. Main dish
D. Dessert

COMPETENCIES:

1. Identify those fruits and vegetables most appropriately used: raw, cooked or frozen.

2. Prepare various forms and shapes used for various fruits and vegetables for salads.

3. Analyze the variety of fruits and vegetables used best when mixed with a salad dressing.

4. Identify fruits and vegetables, if any, that should not be served chilled as a salad.

5. Identify salad variations appropriate for the four basic menu uses.

SUGGESTED LEARNING EXPERIENCES:

1. Visit to a cafeteria to observe an array of different salads and salad-making procedures. Identify as many salads as possible and note the different ingredients included.

2. Viewing of Lights! Camera! Lettuce!. After film, demonstrate how to prepare salad greens, core lettuce, and make lettuce cups. Display types of greens which may be used in salads. Discuss proper preparation and storage of salad greens.

3. For one fruit or vegetable salad, demonstration of how variations can be obtained. For example, make several variations of potato salad.

4. Study of restaurant menus to identify each basic type of salad.

5. Laboratory experience: Prepare each type of salad in a luncheon buffet for a group of faculty or others.

CRITERION-REFERENCED MEASURES:

1. Matching test items to distinguish a variety of described salads as to suitable use in a menu as one or more of the following:
A. Appetizer
B. Accompaniment
C. Main dish
D. Dessert

2. Teacher-prepared performance and product checklists.

SUGGESTED RESOURCES FOR UNIT:

OTHER

Field trip/observation Note Sheet (teacher prepared)

FILM

Lights! Camera! Lettuce!, Encino, Calif.: National Educational Media, Inc., n. d.

BOOKS

Haines, Robert G., Food preparation for hotels, restaurants, and cafeterias, Chicago: American Technical Society, 1973

UNIT X: SALADS AND SALAD DRESSING

CONCEPT: C. Salad Greens

PERFORMANCE OBJECTIVE: The student will be able to label a variety of types of salad greens with 100% accuracy.

GENERALIZATIONS:

1. Clean, crisp greens are essential for a good quality salad.

2. A variation of greens used in a salad add interesting variety in texture, flavor and color.

3. There are many varieties of greens available and often overlooked.

4. Salad greens are basic in serving salad and are used in various types of salads as appetizer, main dish, or dessert.

COMPETENCIES:

1. Plan the steps that are essential for the cleaning of salad greens.

2. Explain how to serve a quality salad.

3. Select seasonal greens which are used to serve variety in texture and flavor.

4. Distinguish between available greens and explain how they are best used.

5. Create new ways of serving appealing, attractive salads using greens as the basis in serving.

SUGGESTED LEARNING EXPERIENCE: Field trip to a local supermarket to observe salad greens available.

CRITERION-REFERENCED MEASURE: Labeling of actual examples or illustrations of salad greens.

UNIT X: SALADS AND SALAD DRESSING

CONCEPT: D. Gelatin Salads

PERFORMANCE OBJECTIVE: The student will be able to recommend in his/her own words ways to prepare gelatin salads to make a meal more attractive.

GENERALIZATIONS:

1. The correct consistency of a gelatin salad determines the useability.

2. There can be variety of shapes in gelatin salads by using various molds.

3. Molded gelatin salads can be prepared as either individual or large size salads.

4. Gelatin salads add variety of color and flavor and make meals more interesting and attractive.

COMPETENCIES:

1. Recommend the necessity of pre-preparation for plain and flavored gelatin salads.

2. Plan variety and use of gelatin salads by use of molds.

3. Acquire skills in preparing salads which can be prepared for either quantity or individual use.

SUGGESTED LEARNING EXPERIENCES:

1. Class discussion: React to the statement "molds are not always made from Jell-O". Discuss the principles to follow in preparing gelatin molds and other molded salads. Demonstrate how to prepare and unmold gelatin salads. Discuss the use of fancy molds in salad making.

2. Laboratory exercise: Prepare a variety of gelatin salads.

CRITERION-REFERENCED MEASURE: Evaluation of products using Salad Checklist.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Haines, R. G., Food Preparation for Hotels, Restaurants, and Cafeterias, Chicago: American Technical Society, 1973

Ray, M. E., Exploring professional cooking, Peoria, Ill.: Bennett, 1976

UNIT X: SALADS AND SALAD DRESSING

CONCEPT: E. Salad Dressings

PERFORMANCE OBJECTIVE: Given 10 different salads, the student will be able to suggest 3 appropriate types of dressing for each with 90% accuracy on a written test.

GENERALIZATIONS:

1. Certain salad dressings are more appropriate and appealing with specific salads.

2. Salad dressings can be cooked or not cooked.

3. Salad dressings can be sweet, sour, or sweet-sour.

4. A special salad dressing made by a restaurant is known as a "house" dressing.

5. A salad dressing can be an accompaniment or used as an ingredient in a salad.

COMPETENCIES:

1. Recommend salad dressings most appropriately used with specific salads.

2. Analyze cooked and non-cooked salad dressings.

3. Follow methods of preparing cooked and non-cooked salad dressings.

4. Distinguish between sweet, sour, and sweet-sour salad dressings.

5. Explain "house" dressing.

6. Identify salad dressings used as accompaniment and ingredient.

SUGGESTED LEARNING EXPERIENCES:

1. Laboratory experience: Preparation of each of the following types of salad dressing:
A. Temporary emulsion (thin French)
B. Permanent emulsion (mayonnaise)
C. Cooked starch (boiled dressing)

2. Laboratory experience: Preparation and service of a quality salad with accompaniment.

CRITERION-REFERENCED MEASURE: Teacher-prepared checklist for laboratory products.

XI.

Cheese and Egg Cookery

UNIT XI: CHEESE AND EGG COOKERY

CONCEPT: A. Kinds of cheese and their classification

PERFORMANCE OBJECTIVE:

1. The student will be able to prepare non-meat entrees which meet minimum daily protein requirements.

2. Given 10 examples of cheeses, the student will be able to classify each according to type, possible uses, and storage requirements, with 80% accuracy on a written test.

GENERALIZATION:

1. Knowledge of the varieties of cheese is essential to be able to use it to the best advantage in food preparation.

2. The flavor of cheese enhances fruit, vegetables, meat, and breads.

COMPENTENCIES:

1. Identify the basic types of cheeses and their classification.

2. Recommend uses of each type of cheese.

SUGGESTED LEARNING EXPERIENCES:

Display:

1. Observation and tasting of a variety of cheeses.
2. Games using facts about cheese, as the content.
3. Viewing of slides of various ways of serving cheese.

Laboratory Experience:

1. Practice identifying cheeses by their taste and texture.
2. Field trip to a cheese specialty shop (i.e., Hickory Farms).

UNIT XI: CHEESE AND EGG COOKERY

CONCEPT: B. Uses of cheese.

PERFORMANCE OBJECTIVE: The student will be able to explain in writing why the way heat affects cheese determines it flavor.

GENERALIZATION:

1. Cheese is versatile and may be used as an appetizer, a garnish or a main dish.

2. The way heat affects different varieties of cheese determines its use for palatability.

3. Certain varieties of cheese are more appropriately used in different ways.

4. The variety of cheese determines its use.

COMPETENCIES:

1. Illustrate and follow proper techniques for cheese cookery.

2. Identify differnet varieties of cheese and how they are used.

3. State techniques for using a variety of cheeses.

SUGGESTED LEARNING EXPERIENCES:

Laboratory Experience:

Prepare cheese dishes which apply principles and techniques for successful cheese cookery.

CRITERION REFERENCE MEASURE:

Teacher - prepared checklist to rate cheese dishes.

UNIT XI: CHEESE AND EGG COOKERY

CONCEPT: C. Use of eggs

PERFORMANCE OBJECTIVE:

1. The student will be able to break eggs, separate whites and yolks, use a turning device, and transfer eggs to serving plates without breaking soft yolks.

2. The student will be able to list in writing the uses of eggs.

3. The student will be able to prepare egg dishes and use eggs as ingredients in other products.

GENERALIZATION:

1. Eggs are used in many ways to enhance flavor color and consistency of foods.

2. Knowledge of egg cookery is essential to make the eggs palatable.

3. Eggs can be used as a garnish, a main dish, an accompaniment, or ingredient.

4. Eggs are a basic ingredient in preparation of custards.

5. Eggs have many uses in food cookery.

CONTENCIES:

1. Explain the ways eggs can be used to change consistency of foods, and enhance flavor and color.

2. Consider how heat affects the protein of the egg.*

3. Identify example various foods using eggs.

4. Apply the properties of eggs in food cookery (i.e., binder in meatloaf, leaven in angel food cakes.)

*#39, 40, 41, 42, V-TECS, Food Management, Production, and Service Occupations, 1975, pp. 64-67.

SUGGESTED LEARNING EXPERIENCES:

1. Lecture discussion on the special properties of eggs.

    a. Coagulation temperature
        1. Yolk
        2. White
        3. Whole egg

    b. Cooking temperature needed

Class discussion: Identify non-meat dishes which may be considered entrees such as casseroles, and egg and cheese dishes, using Successful Catering, pp. 231-273, Exploring Professional Cooking, pp. 238, 242-243, and Food Preparation for Hotels, Restaurants, and Cafeterias, pp. 72-77, 165-182.

Laboratory experience: Prepare egg and cheese dishes which may be used as entrees. Discuss results of products, when they may be served, and accompanying items.

a. Cook 1 egg in boiling water until hard and cool slowly.
b. Simmer 1 egg and cool quickly.
c. Fry an egg at high temperature and one at low temperature.
d. Determine differences and draw conclusions.

CRITERION-REFERENCED MEASURE:

1. Demonstration of proficiency when
    a. breaking
    b. turning
    c. transfering to serving plate

    Evaluation of products using a provided Rating Device for Food Preparation Laboratory.

2. Matching quiz items on uses of eggs in a variety of prepared foods with 100% accuracy (i.e., custard-thicken butter cake, some leavening, texture, etc.)

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Ray, M. E., Exploring Professional Cooking, Peoria, Ill.: Bennett, 1976.

Food Preparation for Hotels, Restaurants, and Cafeterias, Chicago: American Technical Society, 1973.

XII.

Vegetable Preparation

UNIT XII: VEGETABLE PREPARATION

CONCEPT: Vegetable Types and Cookery

PERFORMANCE OBJECTIVE:

1. The student will be able to label at least 20 types of vegetables using illustrations or actual examples.

2. The student will be able to prepare a well-cooked vegetable which meets criteria of eye appeal and nutrient retention.

GENERALIZATION:

1. Many varieties of vegetables are available in multiple forms (i.e., fresh, frozen, canned, dried, etc).

2. Techniques of vegetable cookery should be selected which preserve color and nutrients present in the fresh forms.

COMPETECIES:

1. Distinguish types of vegetables.

2. Cook vegetables by broiling, simmering and steaming.*

*#50, V-TEC, Food Management, Production, and Services Occupations, p. 75.

SUGGESTED LEARNING EXPERIENCES:

1. Supervised study:
   Reading in Exploring Professional Cooking, pp. 231-236.

2. Visit to a supermarket to identify a variety of vegetable types and forms (i.e., fresh, frozen, dried, canned).

3. Teacher demonstration of pre-preparation of each of the following vegetables; carrot, onion, and potato. Show two means of cutting and shredding (hand and machine).

4. Viewing of film, Vegetable Preparation.

5. Laboratory experience:
   Experimentation to observe what can happen when improper additives such as baking soda are added; note cookery techniques which best retain natural color and nutrients.

   Use of cookbooks to select unusual vegetables students have never prepared before (i.e., celery cabbage, ruta baga, parsnip, etc.); arrange a tasting session.

CRITERION - REFERENCED MEASURE:

Teacher-prepared product evaluation checklist to rate cooked vegetable products.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Ray, M., Exploring Professional Cooking, Peoria, Ill.: Charles A. Bennett Co., Inc., 1976.

FILM

Vegetable Preparation, Encino, California.: National Educational Media, Inc., n.d.

XIII.

Sandwich Preparation

UNIT XIII

CONCEPT: Sandwiches

PERFORMANCE OBJECTIVES:

1. The student will be able to identify in writing at least ten hot sandwiches and ten cold sandwiches.

2. The student will be able to utilize basic sandwich preparation techniques to prepare five types of sandwiches.

GENERALIZATIONS:

1. Sandwiches are popular food items.

2. Sandwiches can supply our bodies with valuable nutrients.

3. Higher quality sandwiches are prepared by following acceptable standards of preparation.

4. Selecting appropriate bread and spread enhances the filling of sandwiches.

5. Proper storage of sandwiches until used is vital.

COMPETENCIES:

1. Identify types of sandwiches, hot and cold.

2. Explain terms used in sandwich preparation.

3. Analyze place of sandwiches in food service menus.

4. Identify steps used in preparation of sandwiches.

5. Relate importance of work simplification in sandwich preparation.

6. Identify types of fillings suitable for sandwiches: meat, fruit, cheese, egg, vegetable.

7. Relate importance of refrigeration in sandwich preparation.

8. Exhibit steps in preparation of fillings for cold sandwiches in quantity.

9. Exhibit skills in cold sandwich preparation.

10. Exhibit skills in preparation of fillings for hot sandwiches in quantity.

11. Exhibit skills in hot sandwich preparation.

COMPETENCIES: (continued)

12. Demonstrate ability necessary for serving sandwiches attractively.
13. Evaluate finished product.
14. Identify suitable breads.
15. Identify suitable spreads.
16. Relate importance of spread to prevent soaking of bread.
17. Evaluate appropriate varieties of bread with various fillings.
18. Demonstrate correct storage and wrapping techniques for sandwiches.
19. Demonstrate correct method of wrapping and storage of sandwiches.

SUGGESTED LEARNING EXPERIENCES:

1. Class discussion: Define and show examples (pictures or real) of the five types of sandwiches, using for guidelines Food preparation for hotels, restaurants, and cafeterias, p. 89, Food service careers, pp. 134-135, 170, and Exploring professional cooking, pp. 187-193.

2. Individualized experience: Provide individual copies of Sandwich Preparation. This is an individual student booklet that offers a wide variety of learning experiences.

3. Supervised study of restaurant menus to rate varieties of sandwiches available and names.

4. Individual research to examine steps to follow when preparing large quantities of sandwiches by reading in Exploring professional cooking, pp. 194-197, Food preparation for hotels, restaurants, and cafeterias, pp. 87-89, Food service, pp. 171-178, or Food service careers, pp. 134-137.

5. Discussion of the different kinds of sandwich fillings which may be used and the advantage of each.

6. Preparation of salad mixtures in laboratory experiences.
a. Egg
b. Ham
c. Tuna

7. Practice in slicing cheeses, cold meats, roasts, etc. to specified thickness. Be sure to consider:
a. Paper thin ham and corned beef
b. 1/16" cheese and cold meat

8. Demonstration on preparing a variety of sandwiches.
a. Canapes
b. Broiled and baked
c. Club or double decker

9. Display and discussion of equipment needed for making sandwiches. Emphasize the use of the scoop to maintain portion control.

10. Laboratory experience: Prepare various types of sandwiches, keeping in mind points to consider when making sandwiches and using the stack method for 30 sandwiches in Quantity food production management, pp. 153-154.

11. Case situations such as a bridal shower, going away party, bridge club, etc.: tell the type of sandwiches appropriate to serve, giving the shapes, sizes, and fillings, and note when they would be prepared.

12. Lecture/demonstration on:
a. Cutting and garnishing sandwiches in different ways.
b. Choosing appropriate accompaniments for sandwiches.

SUGGESTED LEARNING EXPERIENCES: (continued)

13. Discussion on wrapping, holding, storing, and transporting sandwiches.

CRITERION-REFERENCED MEASURES:

1. Student designs of complete restaurant menus consisting of a stated number of sandwich variations.

2. Evaluation of products using Sandwich Checklist (teacher-prepared).

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Haines, R.C., Food Preparation for Hotels, Restaurants, and Cafeterias, Chicago: American Technical Society, 1973.

Cornelius, E.G., Food service careers, Peoria, Ill.: Chas. A. Bennett Co., Inc., 1974.

Ray, M.E., Exploring professional cooking, Peoria, Ill.: Chas. A. Bennett Co., Inc., 1976.

Furneisen, B.K., Food Service, New Brunswick, N.J.: Curriculum Laboratory, Rutgers - The State University, 1969.

LEARNING PACKAGES

Ser-Vo-Tel Institute, Sandwich preparation (Food service Career Education Series - FSLL), Boston: Cahners Publishing Co., Inc., 1975.

CURRICULUM MATERIALS

Quantity food production management (instructor's guide) Raleigh, N.C.: North Carolina State Dept. of Public Instruction, School Food Service Division, 1968-69.

XIV.

Sauces and Gravies

UNIT XIV

CONCEPT: Types and Preparation

PERFORMANCE OBJECTIVE: The student will be able to identify different sauces and gravies, how they are used, and prepare them according to a given recipe or instruction.

GENERALIZATIONS:

1. The six basic sauces are as follows:
   simple sauce
   butter sauce
   egg sauce
   savory sauce
   starch thickened sauce
   sweet sauce

2. Many sauces require special preparation procedures.

3. A sauce is important because it can change a plain food into deluxe fare.

4. A sauce should always compliment a food, not disguise it.

5. Sauces or gravies should possess a soft sheen imparted by tiny globules of fat, and have a smooth, velvety texture.

COMPETENCIES:

1. Distinguish the types of sauces that compliment certain foods.

2. Name the six basic sauces.

3. Explain methods of preparing the six basic sauces.

4. Identify equipment used in certain sauce preparation.

5. Identify sources of brown and white stock used in making sauces and gravies.

6. Explain the methods of classifying stock.

SUGGESTED LEARNING EXPERIENCES:

1. Laboratory experience: Preparation of sauces in each of the six basic groups:

Simple sauce - pan gravy
Butter sauce
Egg sauce - Hollandaise
Savory sauce - tomato barbecue, cocktail, sweet sour as chutney.
Starch thickened sauce - white sauce
Bechamel sauce - a la King, Mornay or Newburg.
Velaute sauce - horseradish, supreme, soubise.

2. Laboratory experience: Experiment with various sauces on different foods and evaluate by taste test.

3. Prepare basic brown and white stock to use for sauces and gravies.

CRITERION-REFERENCED MEASURE: Teacher-prepared Product Evaluation Checklist.

XV.

Meat Preparation

UNIT XV: MEAT PREPARATION

CONCEPT: Meat Cuts and Preparation Methods

PERFORMANCE OBJECTIVE: The student will be able to:
recognize appropriate methods for preparing meats in matching quiz items,
identify points to consider when selecting meats for entrees (i.e., cost and preparation time, etc.), and
utilize appropriate methods of preparing specific cuts of meat to maintain flavor and insure tenderness.

GENERALIZATIONS:

1. A variety of meats, well prepared, is essential to a successful food service establishment.

2. Proper storage of meats, poultry and seafood is mandatory.

3. Bone shape can be an indicator of tender or less tender cuts of meat.

4. Grades of beef are a vital concern in selection and preparation.

5. An awareness of wholesale/retail cuts of beef determines methods of preparation.

6. Nutritional value of meat is affected by method of preparation.

COMPETENCIES:

1. Distinguish between major varieties of meat, poultry, and seafood.

2. Identify methods and techniques for storing meats, poultry, and seafood.

3. Relate bone shape to tenderness of meat and preferred cooking methods.

4. Exhibit skill in selection and preparation of various grades of beef.

5. Relate method of cooking to cut of beef purchased.

6. Determine use of dry or moist heat method of meat cooking. Identify variety cuts and their preparation.

7. Practice techniques of preparing beef using moist methods of cooking.*

8. Practice techniques of preparing beef using dry heat methods of cooking.*

* #43, #44, #45, #46, #47, #48, #49, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 68-73.

SUGGESTED LEARNING EXPERIENCES:

1. Visit to a grocery store meat department so that students may view actual cuts of meat.

2. Student-prepared bulletin board using charts to show cuts of meat. Include charts of beef, lamb, poultry, pork, and pictures of seafoods.

3. Discussion of other animals whose flesh is commonly used for food which may not be familiar to students.

4. Demonstration and discussion on the traits of good quality meat. Include in the discussion such traits as tenderness, cut, conformation, finish, marbling, and color.

5. Lead discussion on the proper cooking of meats. Emphasize this point by giving a demonstration.

6. Review cookbooks to find recipes using each method of cooking meats.

7. Discussion on the importance of understanding meat cookery vocabulary. Follow with a Food preparation terms spelling and definition bee, using recipe and food preparation terms found in suggested references.

8. Discussion on dry and moist heat cooking methods and where each is most appropriate. Use available visuals to supplement discussion or show Braising and stewing, Broiling, and Roasting. Have students complete study guides to aid in discussion.

CRITERION-REFERENCED MEASURES:

1. Identification test items: Identify the shapes of bones and indicate possible tenderness or lack of tenderness.

2. Matching quiz to identify appropriate methods for preparing specific cuts of meat.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Cornelius, E. G., Food Service Careers, Peoria, Ill.: Chas. A. Bennett Co., Inc., 1974

Haines, R. G., Food Preparation for Hotels, Restaurants, and Cafeterias, Chicago: American Technical Society, 1973

Ray, M. E., Exploring Professional Cooking, Peoria, Ill.: Chas. A. Bennett Co., Inc., 1976

CURRICULUM MATERIALS

Quantity Food Production Management (instructor's guide), Raleigh, N.C.: North Carolina State Department of Public Instruction, School Food Service Division, 1968-69

OTHER

Meat charts and pictures of seafoods

FILMS

Braising and stewing, Encino, Calif.: National Educational Media, Inc., n. d.

Broiling, Encino, Calif.: National Educational Media, Inc., n. d.

Basting, Encino, Calif.: National Educational Media, Inc., n. d.

UNIT XV: MEAT PREPARATION

CONCEPT: Pork and Poultry

PERFORMANCE OBJECTIVE: The student will be able to apply principles of dry and moist meat cooking to preparation of various cuts of pork and poultry in a laboratory situation.

GENERALIZATIONS:

1. An awareness of wholesale/retail cuts of pork determines method of preparation.
2. Nutritional value of pork is affected by method of preparation.
3. Possible trichinosis is averted by cooking all pork well done.
4. An awareness of the classification of poultry determines method of preparation.
5. Nutritional value of poultry is affected by method of preparation.
6. Dressings properly prepared are a desirable addition to poultry products.
7. To avoid possible contamination, the dressing should be cooked separately from the poultry.

COMPETENCIES:

1. Relate methods of cooking to cuts of pork purchased.
2. Determine dry or moist heat method of cooking.
3. Identify variety cuts and their preparation.
4. Practice techniques of preparing pork using dry heat methods of cooking to desired doneness.*
5. Practice techniques of preparing pork using moist heat methods of cooking to desired doneness.*
6. Relate method of cooking to classification of poultry purchased.
7. Distinguish classifications of poultry to be purchased.
8. Determine dry or moist heat method of meat cookery.
9. Identify giblets and methods of preparation.

10. Practice techniques of preparing poultry by moist heat methods.*

11. Practice techniques of preparing poultry by using dry methods.*

*#43, #45, #46, #47, #48, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 68-73.

SUGGESTED LEARNING EXPERIENCE: Laboratory experience: Group work to prepare pork and poultry products using dry and moist cookery for comparison purposes.

CRITERION-REFERENCED MEASURE: Product evaluation using teacher-prepared Meat Evaluation Checksheet.

UNIT XV: MEAT PREPARATION

CONCEPT: Fish/Seafood Preparation

PERFORMANCE OBJECTIVE: Given 5 varieties and forms of fish and shellfish, the student will be able to select appropriate recipes and prepare each dish to meet standard criteria of quality.

GENERALIZATIONS:

1. An awareness of classifcations of fish and shellfish determines methods of preparation.

2. Place and form purchased affects the cost and method of preparation of fish and seafood.

COMPETENCIES:

1. Relate method of preparation to form and type of fish purchased.

2. Determine dry or moist heat method of preparation for fish and seafood.

*#43, #45, #46, #47, #48, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 68-73.

SUGGESTED LEARNING EXPERIENCES:

1. Review of recipe books to find the kinds of fish and shellfish used in different dishes. Make a chart of this information.

2. View demonstrations of basic methods of fish cookery.

3. Discussion of the relationship of the characteristics of fish to cookery methods.

4. Laboratory experience: Practice fish cookery in the laboratory. Use criteria for a standard product to evaluate your work.

5. Viewing of video-tape of fish and shellfish preparation: determine strengths and weaknesses in fish cookery.

CRITERION-REFERENCED MEASURES:

1. Preparation of fish and shellfish dishes to meet quality standards.

2. Identification test items: Label varieties of seafood with 100% accuracy as to shell or fin fish.

UNIT XV: MEAT PREPARATION

CONCEPT: Meat Entrees

PERFORMANCE OBJECTIVE: The student will be able to prepare and serve meat products in large quantity.

COMPETENCIES:

1. Practice techniques of moist heat method of cookery.*

2. Practice techniques of dry heat method of cookery.*

* #43, #45, #46, #47, #48, V-TECS, Food Management, Production and Services Occupations, 1975, pp. 68-73

SUGGESTED LEARNING EXPERIENCES:

1. Laboratory experience: Divide students into groups and have each group prepare a meat entree using one of the cooking methods.

2. Have students plan and prepare a catered affair centered around a meat entree such as seafood or barbeque.

CRITERION-REFERENCED MEASURE: Product evaluation using a form to be completed by the guests.

XVI.

Breads

UNIT XVI: BREADS

CONCEPT: Types of Breads

PERFORMANCE OBJECTIVE: The student will be able to prepare at least five types of quick and yeast breads which receive an acceptable rating on a provided checklist.

GENERALIZATIONS:

1. Hot breads help to establish the reputation of a food service establishment.

2. A knowledge of the different techniques for preparing quick breads is necessary for a quality product.

3. Breads are necessary for good general health.

COMPETENCIES:

1. Identify products that are classified as quick breads.

2. Explain the function of basic ingredients used in quick breads.

3. Perform either of the two methods of mixing quick breads.

4. Exhibit skills in preparation of biscuits using correct techniques and evaluate finished product.*

5. Exhibit skills in preparation of muffins using correct techniques ane evaluate finished product.*

6. Exhibit skills in preparation of cornbread using correct techniques and evaluate finished product.*

* #58, #64, #66, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 87, 99, 100.

SUGGESTED LEARNING EXPERIENCES:

1. Utilization of resources to identify various rolls and breads:
A. Pictures.
B. Slides of bread shapes and types
C. Movies on making breads and rolls

2. Display of picture collection of breads and rolls. Identify by names.

3. Discussion: With a small group and/or instructor list the ingredients in the various rolls and breads you identify.

CRITERION-REFERENCED MEASURE: Evaluation of each quick bread product using a teacher-prepared checklist.

UNIT XVI: BREADS

CONCEPT: Specialty Breads

PERFORMANCE OBJECTIVE: The student will be able to write additions of specialty breads to provided commercial menus to add variety and interest.

GENERALIZATIONS:

1. Specialty breads lend themselves to a diversified use in a food service establishment.

2. A knowledge of the different techniques for preparing yeast breads is necessary for a quality product.

3. Yeast breads lend themselves to a diversified use in menus of a food service establishment.

COMPETENCIES:

1. Exhibit skills in preparation and evaluation of specialty breads.

2. Relate place of specialty breads in menus or to specific occasions.

3. Identify types of yeast breads.

4. Explain functions of basic ingredients used in yeast breads.

5. Perform any of three basic methods for mixing yeast breads: (a) straight dough, (b) sponge, and (c) cool rise.*

6. Exhibit skills in preparation of basic methods.

7. Exhibit skills in manipulation of yeast dough.

8. Evaluate finished products.*

9. Relate place of yeast breads in menus and special occasions.

10. Exhibit skill in preparation and service of holiday yeast breads. Evaluate finished products.

* #73, V-TECS, Food Management, Production, and Services Occupations, 1975, pp.

SUGGESTED LEARNING EXPERIENCES:

1. Visit local supermarket to note and identify the wide varieties of bread/quick bread products.

2. Study menus in magazines, newspapers, restaurants and note types of quick breads used.

3. Plan menus (10) utilizing a variety of specialty breads.

4. Work in groups and each group prepare a yeast dough by a different method. Compare time required, texture, etc.

CRITERION-REFERENCED MEASURES:

1. Evaluate menus for correctness in written form and food and bread combinations.

2. Evaluate prepared yeast breads using appropriate check list.

SUGGESTED RESOURCES FOR UNIT:

BOOKS

Sultan, William J., Elementary Baking, New York City: McGraw-Hill Book Co., n. d.

Barrows, A. B., Everyday Productions of Baked Goods, Boston: Cahners Books, 2nd Edition

FILMSTRIPS

"Biscuits", "Muffins", "Yeast Bread", Minneapolis: Betty Crocker Series, General Mills, Inc., n. d.

XVII.

Desserts

UNIT XVII: DESSERTS

CONCEPT: A. Pastries

PERFORMANCE OBJECTIVES:

1. The student will be able to identify place of pastry products in menu, prepare selected pastry products, plate and serve appropriately.

2. The student will be able to prepare a variety of pie fillings and cook in pastry so as to retain tenderness and flakiness of the pastry.

GENERALIZATIONS:

1. Desserts help to establish the reputation of a food service facility.

2. The basic four can be represented in a variety of dessert items.

3. A successful food service facility might be known for its excellent pastries.

4. Selection of types of pastry products is dependent upon menu and occasion.

5. Many pastry fillings are suitable for serving in a food service facility.

6. Smooth cream fillings require special preparation techniques.

7. Chiffon fillings require special handling for success.

8. Soft fillings require special techniques for an acceptable product.

9. Fruit cobblers offer a pleasing variety to a menu.

COMPETENCIES:

1. Analyze the nutrition value of desserts when menu planning.

2. Identify pastry products.

3. Explain mixing techniques and manipulation necessary for acceptable pastry products.

4. Apply principles learned to prepare basic pastry.*

5. Evaluate the finished product for quality.

6. Identify types of pastry products such as one crust, two crust, tart, turnover, cream, fruit.

7. Select proper pastry product appropriate to menu.

COMPETENCIES: (continued)

8. Identify types of fillings suitable -- fruit, cream, chiffon, custard, fruit glaze.

9. Demonstrate good techniques in preparation of fresh fruit fillings.

10. Apply techniques learned in pastry and filling to prepare a variety of fruit pastries.

11. Exhibit skills in cutting, serving, and evaluating finished product.*

12. Identify kinds of cream fillings.

13. Follow steps in preparation of basic cream fillings.

14. Demonstrate special techniques required to produce smooth cream fillings: (a) low temperatures; (b) adding eggs to hot mixture; (c) reviewing milk cookery. *

15. Apply techniques learned in production of a variety of cream pastries.

16. Follow steps in preparation of basic chiffon fillings.

17. Apply special techniques learned in preparation of chiffon pie.

18. Identify kinds of soft fillings.

19. Perform special techniques necessary for successful soft fillings.

20. Apply techniques learned for preparing soft fillings.

21. Identify types of dough used in cobbler preparation.

22. Follow steps necessary to prepare different doughs used for cobblers.

23. Exhibit skill in preparation of fruit cobbler.*

* #26, #27, #61, #68, #78, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 47,49, 93, 106, 118.

SUGGESTED LEARNING EXPERIENCES:

1. Supervised study: Review restaurant menus and note varieties of pastry products used.

2. Round robin method: Have each student give a step in pastry preparation; must be given in order before going to next person.

3. Display: Cut, attach to paper, label and identify types of pastry and uses (i.e., one crust, beef pot pie, main dish).

4. Laboratory experience: Preparation of a variety of basic pastries using solid shortening, liquid shortening, milk, hot water, etc. Compare and evaluate.

5. Preparation of pastries with different types of filling.

6. Bulletin board showing various pastry products.

7. Viewing of Betty Crocker filmstrip on pies.

8. Teacher demonstration: Review of preparation methods required for biscuit cobbler topping, etc.

9. Laboratory experience: Prepare fruit cobblers using different doughs. Compare flavor, quality, and cost of different cobbler doughs.

CRITERION-REFERENCED MEASURES:

1. Evaluate product using teacher-prepared checklist.

2. Evaluation of cream filling using teacher-prepared checklist.

3. Matching test items: Identification of varieties of pastry products and place or use in menu.

4. Evaluation of cobbler products using a teacher-prepared checklist.

UNIT XVII: DESSERTS

CONCEPT: B. Custards and Puddings

PERFORMANCE OBJECTIVE: The student will be able to portion and serve pastry products, custards and puddings, to provide an appetizing appearance and cost-effective portion control.

GENERALIZATION: Custards and puddings are popular light desserts.

COMPETENCIES:

1. Apply skill in cutting, serving and evaluating fruit cobbler.*
2. Cite examples of custards and puddings.
3. Distinguish difference between custards and pudding.
4. Prepare custards.*
5. Prepare pudding.
6. Exhibit serving and evaluation skills.*

* #26, #27, #29, #59, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 47, 49, 51, 89.

SUGGESTED LEARNING EXPERIENCES:

1. Visit to a local supermarket and note types and prices of pastry items available; note convenience items and prices.

2. Laboratory experience: Preparation of pudding and custards; note contrasting ingredients,preparation techniques, appearance, texture, etc.

CRITERION-REFERENCED MEASURE: Evaluate product using a teacher-prepared checklist.

UNIT XVII: DESSERTS

CONCEPT: C. Cookies

PERFORMANCE OBJECTIVE: The student will be able to distinguish six cookie types in writing and follow preparation required for each type in a laboratory experience.

GENERALIZATIONS:

1. Cookies are one of the better quick-sale items in a food service facility.

2. The many varieties of cookies involve only two basic mixing methods.

COMPETENCIES:

1. Distinguish between the six basic types of cookies: bar, drop, pressed, molded, rolled, and refrigerated.

2. Follow the mixing techniques required for preparation of each type of cookie.

3. Apply correct preparation steps required for each type of cookie.*

4. Analyze completed product, evaluating both quality and portion control.* Plan and demonstrate attractive ways of displaying and serving cookies.

* #63, V-TECS, Food Management, Production, and Services Occupations, 1975, pp. 95.

SUGGESTED LEARNING EXPERIENCES:

1. Viewing of Betty Crocker filmstrip on cookies.

2. Laboratory experience: Plan/serve a tea using a variety of cookies. Bake/sell cookies to students/teachers.

CRITERION-REFERENCED MEASURES:

1. Matching test items: Identify/classify stated number of cookies with 100% accuracy.

2. Evaluation of products using a teacher-developed checklist.

UNIT XVII: DESSERTS

CONCEPT: D. Cakes

PERFORMANCE OBJECTIVES:

1. The student will be able to prepare three types of cakes and serve in quantity for a specified occasion.

2. The student will be able to decorate at least one cake model suitable to a specified occasion.

GENERALIZATIONS:

1. There are three basic types of cakes.

2. Accuracy in measuring and mixing are vital to successful cake baking.

3. Icings are the finishing touches to any cake.

4. The art of cake decorating is a skill requiring practice.

COMPETENCIES:

1. Identify basic types of cakes.

2. Follow basic steps in preparation of the three types of cakes.

3. Relate the different mixing techniques necessary for each type of cake.

4. Relate the importance of temperature of ingredients to a successful product.

5. Relate the importance of accuracy of measuring and mixing.

6. Consider function of ingredients used in cake making.

7. Analyze the need for appropriate size pans and correct baking temperatures.

8. Exhibit skills in preparation of three types of cakes.*

9. Demonstrate appropriate skills in cutting, serving and evaluating cakes.*

10. Identify the types of icings.

11. Follow the basic mixing methods for types of frosting.

12. Apply skills in preparation of each type.

13. Follow correct procedure for icing a cake.

14. Demonstrate skill in icing cake.*

COMPETENCIES: (continued)

15. Evaluate completed product.*

16. Identify icings suitable for cake decorating.

17. Consider uses of equipment needed for cake decorating.

18. Relate importance of proper cleaning of equipment to successful decorating.

19. Follow proper techniques necessary to achieve appropriate colors of icings.

20. Exhibit ability to prepare appropriate icing for decorating purposes.

21. Exhibit correct techniques for filling equipment used in cake decorating.

22. Practice skills learned to decorate cake.

23. Evaluate completed products.

* #26, #27, #34, #60, #80, V-TECS, Food Management, Production and Services Occupations, 1975, pp. 47, 49, 56, 90, 120.

SUGGESTED LEARNING EXPERIENCES:

1. Display: Viewing of pictures or models of cakes and classify as to basic types.

2. Collect pictures and label as to classification.

3. Laboratory experience: Prepare cakes using one-bowl, creaming, and foam methods of mixing.

4. Group or individual demonstrations of proper mixing techniques for each type of cake.

5. Viewing of filmstrip "Beautiful Cakes".

6. Play baseball, "Who am I", relating function and ingredient.

7. Laboratory experience: Prepare cupcakes for a school function (ex.: dance).

8. Laboratory experience: Decoration of cake models suitable for various special occasions.

9. Cake decorating contest: Ask a bakery decorator to judge.

10. Have students enter a local decorating contest.

11. Laboratory experience: Take orders and sell cakes to parents, students, teachers, school staff; bake, decorate, and package.

CRITERION-REFERENCED MEASURES:

1. Evaluation of product using a teacher-prepared checklist.

2. Ratings of cakes according to judge's criteria.

3. Ranking of quick-sale items.

SUGGESTED RESOURCES FOR UNIT:

FILMSTRIPS

"Easy as Pie", Minneapolis: Betty Crocker, General Mills Consumer Center, n. d.

"Cookie Craft", Minneapolis: Betty Crocker, General Mills Consumer Center, n. d.

"Beautiful Cakes", Kankakee, Ill.: General Foods Consumer Center, n. d.

BOOKS

_____., Homemade Cookies Cookbook, Des Moines, Ia.: Better Homes and Gardens, 1975.

Arnendale and Luntscher, Understanding Baking, Boston: Cahners Publishing Co., Inc., 1975.

XVIII.

Garnishes

UNIT XVIII: Garnishes

CONCEPT: Garnish Preparation

PERFORMANCE OBJECTIVES:

1. When given three situations, the student will be able to prepare and use garnishes according to established criteria of contrasting flavor, color and texture, and with consideration of the type of dish and size of portion, to be judged by a survey of customer reaction.

2. The student will be able to add garnishes and decorations to foods prepared, even when not specifically directed to do so.

GENERALIZATIONS:

1. The attractiveness of a garnish induces a customer to purchase a food item.

2. Garnishes can be edible or non-edible.

3. Garnishes add nutritive value to our meals.

COMPETENCIES:

1. Explain the meaning of garnish.

2. Identify the types and kinds of garnishes.

3. Relate correlations of attractiveness and appetite appeal.

4. Explain the nutritive value of garnishes.

5. Cite examples of garnishes appropriate for different foods.

6. Identify techniques used in garnishing foods.

7. Demonstrate skill in garnish preparation.*

8. Practice skill in garnishing food.

9. Analyze appropriateness of completed garnish/garnished food.

* #23, V-TECS, Food Management, Production, and Services Occupations, 1975.

SUGGESTED LEARNING EXPERIENCES:

1. Display of pictures of various garnishes, emphasizing simplicity, attractiveness, and appropriateness.

2. Laboratory Experience: Survey of customer reaction to plain and garnished food. Draw conclusions.

3. Laboratory Experience: Quantity foods laboratory to allow students to select three special occasions for which menus are planned with appropriate garnishes and served (i.e., Christmas dinner, spring banquet, Island buffet).

CRITERION-REFERENCED MEASURE: Teacher-prepared Customer Reaction Form.

XIX.

Beverages

UNIT XIX: BEVERAGES

CONCEPT: Beverage preparation and service

PERFORMANCE OBJECTIVE: The student will be able to select the necessary ingredients, suitable garnishes, and an appropriate serving container and prepare any of twenty common beverages, to the satisfaction of the instructor and/or customers.

GENERALIZATION:

1. The type of beverage served affects the quality of the meal.
2. Beverages can add nutritive value.
3. Proper methods of preparation of coffee, tea, and other beverages affect their taste and quality.

CONTENTENCIES:

1. Explain choices of beverages suitable for meals.
2. Explain terms related to beverage preparation.
3. Follow steps required in preparation of tea, coffee, hot chocolate, punches, and shakes.
4. Apply principles of milk cookery.
5. Demonstrate skills in preparation of milk beverage.
6. Analyze place of beverages in diet.
7. Identify methods of preparation which provide for economy of time.
8. Demonstrate the ability for quantity preparation; example: punch for 200.
9. Demonstrate ability for preparing: coffee*, tea*, shakes, hot chocolate, and punch.
10. Exhibit ability to evaluate and serve beverages correctly.*

*#31, 37, 62, V-TECS, Food Management, Production and Services Occupations, 1975.

SUGGESTED LEARNING EXPERIENCES:

1. Display of pictures actual beverages in order to recognize appearance and differentiate between them - note types of serving glasses and garnishes.

2. Supervised study:
   Review of references to locate and write out recipes for identified beverages.

3. Laboratory Experience:

   Preparation of the basic beverages and suitable service of each.

4. Review of laws and regulations related to the stocking and service of alcoholic beverages.

5. Use of card sort to associate terms with beverages (i.e., coffee: grind, decaffinated, tea: brew, loose leaf).

6. Teacher demonstration (or by commercial food salesperson) on use of prepackaged beverage items, comparison of cost with "scratch" versions.

CRITERION-REFERENCED MEASURE:

Teacher - prepared checklist to rate beverage products and service.

SUGGESTED RESOURCES FOR UNIT:

FILM

All About Tea - Hot and Iced, New York City: Audio-Visual School Service, n.d.

Coffee Please, New York City: Pan American Coffee Bureau, n.d.

SELECTED ADDRESSES

Aviso Films
361 W Compton Blvd.
Compton, CA 90223

Bobbs - Merrill Publishing Co.
4300 West 62 St.
Indianapolis, Indiana 46206

Bon Appetite
Bon Appetite Publishing Corp.
5900 Wilshire Blvd.
Los Angeles, CA 90036

Butterick Publishing
American Can Co.
161 Sixth Ave.
New York, NY 10013

Butterick Publishing
P.O. Box 1945
Altoona, PA 16603

Cinncinnati Training Facility
Rm. 8002, Federal Bldg.
550 Main St.
Cincinnati, Ohio

Consumer Information Center
Pueblo, Colorado 81009

Consumer Information Service
Catalog of Learning Aides
Sears Consumer Information Series
Dept. 703 Public Relations
303 E. Ohio St.
Chicago, Ill. 60611

Corning Glassworks
Product Information Department
Building E-1
Corning, New York 14830

Curriculium Materials
Allan Keith Production, Inc.
243 West 56 St.
New York, NY 10019

DuPont Company
F & F Department
308 E. Lancaster Ave.
Wynnewood, PA 19096

Exploring Professional Cooking by Ray, M.E., & Lewis, E.
Exploring Professional Cooking Act. Guide
Chas. A. Bennett Co. Inc., 1976
809 Widetweiller Dr.
Peoria, Illinois 61614

Exploring Professional Cooking (Teachers Gui[illegible])
Exploring Professional Cooking: Visual Aid Packet (172-9)
(includes 33 instructional visuals, $4.95 purchase).

Food Executive Magazine
508 IBM Building
Fort Wayne, Indiana 46805

Food Sanitation Study Course
Food Purchasing
Food Preparation
Work Simplification in Food Service by Ross
The Iowa State University Press
Ames, Iowa 50010

Food Service Career Education Series
(Learning Packages)
by Ser-Vo-Tel Institute
Cahners Publishing Co., Inc.
89 Franklin St.
Boston, Mass. 02110
(617) 423-4310

General Foods Consumer Center
(Education & Foods)
Kankakee, Illinois 60901

General Mills Consumer Center
P. O. Box 113
Minneapolis, Minn. 55440
(612) 540-2311

Handbook for Home Ec. Ed., Teacher Coord., Diet Aide
Texas Education Agency
Dept. of Vocational & Adult Ed.
Division of Homemaking Ed.
Austin, Texas 78710

Handbook for Home Ec. Ed., Teacher Coord., Diet Aide
Texas Tech University
School of Home Economics
Dept. Home Ec. Ed.
Lubbock, Texas 79409

Home & Community Services
A Curriculum Guide
Oklahoma St. Board of Voc. & Tech. Ed.
Ronald Meek, Coord., Curriculum & Inst. Mat. Center
State Dept. of Vo-Tech. Ed.
Stillwater, Oklahoma 740740

L. J. Minor Corporation
National Sales Office
3235 Boulevard
Colonial Heights, VA 23834

Litton Microwave Co.
P.O. Box 985
Maple Plain, Minn. 55357

Maid of Scandinavia
3244 Avenue
Minneapolis, Minnesota 55416

Math Work Food Service/Lodging
by Crawford, H. W. and McDowell, M.C.
Cahners Publishing Co., Inc.
89 Franklin St.
Boston, Mass. 02110
(Publishers of Institutions/Volume Fding. Magazine)
(617) 423-4310

McGraw Hill Films
Dept. B.F.
1221 Avenue of the Americas
New York, NY 10020

Meat Buyer's Guide
To Portion Control Meat Cuts
National Association of Meat Purveyors
120 South Riverside Plaza
Chicago, Illinois 60606
312 (782-8111)

N.R.A. (National Restaurant Association)
1530 N. Lake Shore Drive
Chicago, Illinois 60610

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15760 Ventura Blvd.
Encino, Calif. 91436

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Atlanta, GA 30325

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Cincinnati, Ohio 45201

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Boston, Mass. 02116

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Exploring Careers in Hospitality and Food Service
by Cincinnati Public Schools
McKnight Publishing Co.
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Second Year Program

Food Occupations II

I. Car eer goal options in Food Occupational Cluster

A. Restaurant/ Coffee Shop/ Cafeteria

B. Catering/ Cake Decorating

C. Fast Foods/ Short Order Cookery

D. Instititional Food Service

1. Instruction is to be provided through individualized training plans for cooperative education or laboratory simulations.

2. Related class instruction should be individualized where possible through modules or learning packages for each of the four career goal options.

II. Skills from Food Occupations II should be further developed as necessary to achieve specified entry-level competencies.

III. Management / Supervision*

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* #3,5,8, V-TECS, Food Management Productions, and Services Occupations, 1975, pp. 13,16,21.

Appendix A.

Cooperative Education

Co-operative Occupational Home Economics

For a number of years Virginia has had co-operative education programs in various vocational service areas. Home economics education is one of the disciplines that teach preparation for occupations through on-the-job training and in-school career-related instruction in a cooperative educational arrangement. Planned and coordinated instruction on-the-job and in-school is the essential element that distinguishes cooperative vocational education programs from regular school along with part-time employment. The second year program can be simulated in an operation within the occupational laboratory. The on-the-job training and in-school instruction should be integrated and mutually supportive of each student's career objective. Instructional content should evolve from the demands placed upon the student in the on-the-job setting.

Preparation of a written "training plan" is done by the teacher-coordinator with input of the on-the-job training supervisor. Behaviorally-stated instructional objectives should be written on the training plan. These instructional objectives are to be derived from the occupational competencies or tasks which the program graduate will be expected to perform. The training plan covers the period of employment while the student is out on the job. An example of a suggested training plan format is illustrated below.

INDIVIDUALIZED TRAINING PLAN Copy:_____

Name_____ Job Title_____

Firm_____ Training Sponsor_____

Student's Career Objective_____

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASS-ROOM RELATED INSTRUCTION
Duty:				
1. Task	X			
a. step 1				
2. Task				

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASS-ROOM RELATED INSTRUCTION
Duty:				
1. Task				

The portion of the training plan which concerns in-school "related" instruction may employ a range of teaching methods. Generally, it is recommended that at least part of the instruction be presented on an individualized basis. This insures that classroom instruction can be directly related to demands at the particular on-the-job training station where each student is employed.

An individual file should be maintained for each student containing student personal data forms, their respective work documents (i.e., social security numbers, work permits, health certificates, training agreements), training plans, written assignments, visitation and evaluation records, and monthly wage and hour reports. Additional teacher-coordinator responsibilities include the following:

- keep abreast of community labor supply and demand statistics;
- maintain up-to-date business survey data;
- conduct student recruitment and screening in cooperation with school guidance personnel;
- monitor program budget to provide necessary equipment, supplies, and travel monies;
- conduct community public relations activities;
- select and orient occupational advisory committee and prepare periodic meeting reports;

- confer with employers and visit students on-the-job;

- provide in-school related instruction;

- coordinate occupational youth organization chapter;

- maintain coordination log and post daily schedule;

- conduct job placement and one-and five-year follow-up studies of program graduates; and

- keep accurate state and local reports.

The concept of a partnership involving the teacher-coordinator, school, and the employer in an educational endeavor entailing specific responsibilities of the student is formalized by a "training agreement". The training agreement is developed prior to training station placement. The teacher-coordinator, student, training station sponsor, and the student's parents or guardian all should sign a training agreement.

The training agreement thereby serves as a tool to develop a clear understanding of each party's commitment in the cooperative educational arrangement. Each party should receive a file copy when the student is placed on-the-job. A sample training agreement format is illustrated below.

VIRGINIA COUNTY PUBLIC SCHOOLS
HOME ECONOMICS DEPARTMENT
COOPERATIVE WORK PROGRAMS
TRAINING AGREEMENT

Date_____

Firm_____

Address_____ Phone_____
Street City State Zip

Student's Name_____ Age_____

School_____ Phone _____

Job Title_____ Beginning Wage_____

Total Hours of Employment per Week _____

Immediate Supervisor_____ Title_____

Beginning Date _____

COOPERATIVE TRAINING AGREEMENT

Program Policies

1. The purpose of the cooperative occupational education program is to provide planned, supervised on-the-job experiences corresponding to the occupational goals of the students.

2. While participating in the cooperative work experience program, the student-trainee will retain the status of student. No regular worker is to be displaced.

3. The student is expected to be enrolled in the cooperative related class in addition to the cooperative on-the-job experience. The student will receive two (2) credits toward graduation when he satisfactorily completes the cooperative education program.

4. The coordinator, with the assistance of the employer will determine objectives for training on the job.

5. The coordinator will visit the place of employment periodically to observe the progress of the student and to confer with the employer.

6. Grievances of the employer or the student shall be discussed with the coordinator for consideration and adjustment.

7. The rate of pay for the student shall be within a reasonable range of compensation for a beginning employee in the same job. The scale of wage increases and job promotions shall approximate those available to regular employees.

8. The coordinator has the final responsibility for assigning the student's grade since the cooperative program is part of the school curriculum.

Student's Obligation to the School and the Employer

1. PUNCTUALITY - Work schedules are arranged by the employer and the student is expected to report at the given time. The student-trainee is expected to fulfill the time requirements of the job, regardless of school vacation periods.

2. ATTENDANCE - A student who is not in school on a given day is not expected to work on that day. In this situation, call your high school and notify your place of employment by 9:00 a.m. The student must submit a request for absence from the job, signed by the coordinator, to the employer in advance (at least one week) of any required school commitment that conflicts with working hours.

3. CONDUCT - Personal conduct while participating in the cooperative program shall be the responsibility of the student and shall comply with the policies established by the employer and the high school. Honesty is essential -- the student must perform honest effort for the employer.

4. POSITION - Once employed, the student is expected to remain with that employer throughout the school year. Any action taken by the student leading to job termination must have the coordinator's consent. Termination of the training experience by the student without the approval of the coordinator shall result in the forfeiture of credit for both the cooperative experience and the related class.

5. RECORDS - A record of working hours will be kept by the student and handed to the coordinator at the prescribed time each week.

6. ACADEMIC RESPONSIBILITIES - The student must maintain at least a "C" average.

7. WORKING PERMIT - A student who is a minor must secure a working permit prior to taking any job.

FAILURE to follow through on any of these points may result in REMOVAL from the COOPERATIVE PROGRAM, REPLACEMENT on the job, and/or LOSS OF CREDIT for the cooperative work experience as well as the related class.

The employing establishment involved agrees to place the Occupational Home Economics student on the above-named job for the purpose of assigning work which has instructional value and will assist the coordinator in evaluating the student's progress.

1. REQUIREMENTS - A work permit will be needed for each co-op student who is a minor. The assistance of the employer in checking this requirement is requested.

   The salary paid to the work-training student by the employer will be equal to that paid any beginning part-time employee.

   The work-training student will receive the same consideration given regular employees in relation to safety, health, company regulations, social security, and general working conditions.

   The employer agrees to provide a minimum average of 15 hours of employment per week. However, the maximum work week should not exceed 28 hours.

2. TRIAL PERIOD - A three-week trial or probationary period is allowed to provide opportunity for the student to show evidence of proficiency, aptitude, and suitable work attitudes. If the student meets the employment requirements,the Cooperative Training Agreement for both the employer and the student will be considered established.

3. POSITION - Once a student is accepted on regular status (trial period completed), no action may be taken to remove the student from the job without advance notice to the school coordinator.

4. STUDENT-TRAINEE PROGRESS REPORT - Each employer will complete this report for each co-op student at the end of each marking period. The appropriate forms will be furnished by the coordinator.

I agree to the statements listed above.

_____ _____

(Signature of Parent or Guardian) (date)

_____ _____

(Signature of Co-op Trainee) (date)

_____ _____

(Signature of Co-op Employer or Representative) (date)

FOLLOW-UP QUESTIONNAIRE

GRADUATE

FOLLOW-UP QUESTIONNAIRE

Name: _____

Job: _____

Employer: _____

Address of Employer: _____

Name of High School Wage-Earning Course Taken: _____

Date of Completion: _____

How do you feel about your job? Please check:

____ Do you like it? ____ Do not like it? ____ Feel indifferent?

What does your job involve? _____

What do you like best about your job? _____

What do you like least about your job? _____

How did you get your present job? _____

____ By Application ____ By examination

____ Through Employment Agency ____ Other method, explain:

____ By interview

What were your yearly earnings (before deductions)? _____

Are you paid by the hour? ___yes ___no If yes, what is the hourly rate? ____

Do you feel that your training in high school helped you in securing your job? ___yes ___no

Do you feel that your training was a good investment? ___ yes ___ no

Definitely: _____

What problems have you encountered in your job that your training did not help you solve? _____

What problems have you encountered in your job that your training helped you solve? _____

What suggestions would you make for improving the training program to meet the requirements of the job? _____

Appendix B.

Advisory Committees

Community Occupational Advisory Committees

The Vocational Education Act of 1976, P. L. 94-482 makes it a requirement for eligibility for funds that local educational agencies utilize advisory committees. Lay advisory groups for occupational home economics provide the necessary bridge between the school and the community work environment. Support for stronger educational programs and job placement of program graduates is increased through effective interaction of occupational representatives and school personnel. The advisory committee is usually a formally organized group appointed by proper authority for a definite term.

PURPOSES OR FUNCTIONS:

Public Law 94-482 requires two functions of each local advisory committee.

1. To provide advice on current job needs, and

2. To provide advice on the relevancy of courses being offered by the local educational agency.

Additional responsibilities for consideration by the local advisory committee include the following:

- Review state curriculum guides and V-TEC Catalogs to select instructional emphasis pertinent to local needs;

- Identify community resources available for program utilization;

- Assist in student evaluation of competency;

- Evaluation of program effectiveness;

- Program support with school administration;

- Assist in curriculum revision.

To fulfill minimal functions, at least three meetings per year, as recommended.

Officers of the committee should include a chairperson, vice-chairperson, and a secretary. These committee officers should be elected at an organization meeting by the committee members. The occupational teacher may serve as secretary or at least provide support assistance by developing and/or reproducing meeting agendas and minutes and coordinating meeting notification. A group of five to nine members is considered desirable. The term of membership of members is usually limited to three years. For further information, refer to the State Publication, Ramey, Walter S., A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, Richmond: Virginia Commonwealth Univ. and Virginia Department of Education, 1975.

HOW TO MAKE AN AGENDA*

(Suggested Plan)

Before Meetings

1. Notify members at least one week in advance.
2. Agenda should be in their hands at least two days in advance of meeting.
3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.
4. Length of meeting should be limited to two hours if possible.

At Meetings

1. Call to order by chair.
2. Secretary read minutes of last meeting.
3. Report of prescribed activities since last meeting.
4. Comments from Chief Administrator.
5. Comments from members of Advisory Committee.
6. Old business from last meeting.
7. New business and plan of action.
8. Adjournment.

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* from Board of Vocational Education and Rehabilitation, Advisory Committees Organization and Use in Vocational and Technical Education, (Bulletin No. 7-470) Springfield: State of Illinois, Division of Vocational and Technical Education, n. d.

Appendix C.

The Occupational Youth Organization

HERO-A Vocational Youth Organization

HERO stands for Home Economics Related Occupations and is the title of the Vocational Youth Organization for students enrolled in occupational home economics courses.

Students who have shown an interest in the jobs and careers related to the profession of home economics may become members of HERO Chapters. Through a program of class learning, chapter activities, and job experiences these vocational students encounter many facets of themselves as they look for meaningful, satisfying jobs to compliment their desires, dreams, abilities, and personalities.

The vocational home economics areas to which these students aspire include: food management, production, and services; institution and home management; home furnishing, equipment, and services; and care and guidance of children and the elderly.

HERO Chapters are organized through the school at the local level. Chapter meetings are held during regularly scheduled class sessions enabling all students to participate. The vocational home economics teacher serves as advisor to the local chapter which is also affiliated with both a state and national organization. HERO Chapter membership continues to grow and is rapidly becoming a strong voice for vocational home economics students.

For further information regarding the establishment of a local HERO Chapter in your school, contact your regional supervisor and/or Future Homemakers of America, National FHA/HERO Headquarters, 2010 Massachsetts Ave. N.W. Washington, D.C. 20036. No vocational home economics program is complete without a HERO Chapter.